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ABSTRACT

Between 1975 and 1977 an instructional research team and a Teacher Corps Project at Hopkinsville Middle School in Kentucky began the development of an inservice teacher education program designed to combine the experience of inservice teachers with the knowledge of university faculty. This report contains samples of the results of this type of responsive inservice program. The products are based on contractual agreements between teachers and university staff. Products are called "Planning, Implementing, and Evaluation Cyles" (PIE Cycles). The content areas in which this approach is administered include science, English, social studies, reading improvement, physical education, and an exploratory unit investigating the possibilities of developing a child's individual talents without shifting the emphasis completely away from basic skills. (LH)

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Murray State University/ Hopkinsville Middle School Teacher Corps Project

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TEACHER CORPS

College of Human
Development and Learning
Murray State University
Murray, Kentucky

Jerome C. Hainsworth
Project Director

Harold Wood
Principal

Gary Schroeder
Program Development Specialist

Phyllis Underwood
Community Coordinator

Robert Wilson
Team Leader

Spring 1977

SP015181

Every Child is Gifted...

PIE Cycles-Planning-Implementing-Evaluation Format for Teacher Change and Public School Renewal

Includes experiential teacher units and management systems for maximizing students' talents

PIE CYCLES/PLANNING-IMPLEMENTING-EVALUATION FORMAT FOR TEACHER CHANGE AND PUBLIC SCHOOL RENEWAL

Includes Experiential Teacher Units And Management Systems
For Maximizing Students Talents

Murray State University Teacher Corps Project
Occasional Paper Series
No. 10

Murray State University
Murray, Kentucky 42071

May 1977

This publication is part of a series of occasional papers and books written by Teacher Corps staff members and teachers in an attempt to share some of the experiences gained in the Tenth Cycle Murray State University/Hopkinsville Middle School Teacher Corps Project during the 1975-77 school year. Below is a listing of titles of the total series. Copies are available upon request from the Teacher Corps Project Director, Murray State University, Murray, Ky., 42071.

	Titles	Cost
1.	Identifying and Maximizing Unique Talents of Children--The Murray State University/Hopkinsville Middle School Teacher Corps Design (14 pages)	$ .50
2.	Parents' Guide...To Maximizing Your Child's Talents (17 pages)	.50
3.	Every Child Is Gifted...A Resource Guide to Multi-Talent Activities for Teachers Based Upon Experience With Middle School Students (190 pages)	5.00
4.	A Responsive Inservice Graduate Education Model (49 pages)	.50
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1. Multi-Talent/Gifted Education: What It Is and How It Works
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5. The Learning Center and Multi-Talents in Social Studies: We've Come A Long Way
6. Teaming In Social Studies in Talent Education
7. The First Time I Ever Won Anything: Reading Improvement
8. Welcome To The Art Studio

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Copies may be obtained by writing the Director, Murray State University Teacher Corps Project, Murray State University, Murray, Kentucky 42071.

FROM THE PROJECT DIRECTOR. . . .

During the years 1975-1977, the Murray State University/Hopkinsville Middle School Teacher Corps Project began the development of the Responsive Inservice Graduate Education Concept for the delivery of graduate education services to local schools and school districts. Responsive Inservice Education is a concept which brings together the perceptions and background of inservice teachers and the knowledge and experience of the University in such a way that meaningful, relevant and legitimate programs of graduate inservice education can be negotiated and implemented. The central focus for change becomes the local school, its program and staff. This book contains samples of the teacher products of this responsive type of inservice programs.

A major component of the Teacher Corps Project was the retraining of experienced teachers in multi-talent, multi-gifted education for children of all levels of ability. The project's overall goal was to identify and maximize each child's unique potential. In order to achieve this goal, it became necessary to provide an inservice structure that would train teachers in talent identification and in curriculum development so that new materials and learning environments could be created that would maximize each child's newly identified talent.

The thrust of this kind of education for students required teachers to reconceptualize their own teaching styles, instructional sequences, and their expectations of individual student's performances. In order to achieve this reconceptualization, teachers found themselves moving in the direction of greater individualization of instruction to meet their students' unique talents.

The Murray State University Instruction Team found the project required a new way of interacting between university professors and the local school faculty if the many individual needs of the inservice teacher were to be met.

The traditional college method of "giving" information soon was found inappropriate for the task of total staff development. Since the major goals and objectives had been agreed upon in the larger context of the project, the actual week to week activities needed to be worked out between individual inservice professors and teachers. In the Murray State Teacher Corps Project, the format for developing individual activities was a contract package called the Planning-Implementation-Evaluation Cycle or PIE Cycle. This approach to contractual agreements between professors and teachers provided the necessary structure for uniformity across the project, while allowing great freedom for teachers to deal with issues and problems in their own ways.

The Pie Cycle Format has worked well in our inservice program. Students' talents were identified and maximized. Teachers were able to structure course content into new and rewarding ways for students.

We are happy to print some samples of individual teachers' PIE Cycles. The purpose of this is to provide the reader with samples of Planning, Implementing, and Evaluating at the classroom level where the results really make a difference in the lives of children.

Samples are provided in this book from instruction teams in the major curriculum areas of the Middle School. We hope that you find the information valuable and adaptable and as effective as we have.

Jerome C. Hainsworth

Project Director

FROM THE PROGRAM DEVELOPMENT SPECIALIST. . . .

This book is a report of research conducted by teachers at Hopkinsville Middle School during the 1975-1977 Murray State University/Hopkinsville Middle School Teacher Corps Project. This research was a regular part of the inservice education program, the basis of which was the PIE Cycle concept. PIE Cycles are short-term agreements between university facilitators and teachers, or teacher teams, and involve projects emphasizing the planning, implementation, and evaluation of innovative techniques in classroom instruction. These PIE Cycle Projects are conducted in a research-type format and involve systematic procedures to identify activities, carry them out, and assess progress.

Toward the end of the two year Teacher Corps Project, a decision was made to seek a wider audience for the result of these teachers' efforts. This book was conceived, the teachers were asked to submit entries. In this way, it was hoped that the diversity of activities at Hopkinsville Middle School during the duration of the Teacher Corps Project might be displayed, and the flavor of research-as-inservice communicated.

The two years of the MSU/HMS Teacher Corps Project were challenging, exciting, and exhilarating. A middle school of thirty-nine teachers changed, en masse, to embrace a style of teaching characterized by an integration of the curriculum and efforts to maximize the unique talents of every child in the school. As the project has moved to its conclusion, the entire staff has become more and more excited as the full realization of what has been done, and what needs to be done, has become clearer and clearer.

We hope that this book will be useful. We hope that it will help you to understand something of what we did in our project. We think that our approach would be useful to you in changing your school.

Gary Schroeder

PROJECT STAFF

Teacher Corps Staff:

Jerome C. Hainsworth, Director
Gary Schroeder, Program Development Specialist
Phyllis Underwood, Community Coordinator
Bob Wilson, Team Leader
Paulette Abren, Intern
Patti Arnall, Intern
Betsy Glover, Intern
Tony Whisenant, Intern

Murray State Instructional Staff:

Lewis Bossing
Roger Childress
Bobby Malone
Garth Petrie

Principal:

Harold Wood

Hopkinsville Middle School Teachers Who Participated In The Project:

We wish to thank all the teachers for their participation in the inservice program and their contribution to the PIE Cycle book. Unfortunately, we are only able to print a few of the many PIE Cycles developed during the project in this book.

Joe Allen
Charlene Arvin
Darwin Baggett
Wallace Burchett
Craig Clayton
Margaret Galloway
Eugene Grace
Yvonne Gregory
Diana Greene
Ann Hougland
Glistine Jones
Marshall Jones
Pam Kirkman
Sarah Lacy
Edith Marcum
David McPherson

Becky Means
Inez Nixon
Gene Pniewski
Karen Robinson
Martha Sue Rose
Pam Rudd
Gary Satterfield
Anna Selvidge
Nina Shrum
Arthur Thompson
James Victor
Melba VonLanken
Linda Walker
George Wallace
Georgia Whitney
Carol Wilkinson

MURRAY STATE UNIVERSITY

HOPKINSVILLE MIDDLE SCHOOL TEACHER CORPS PROJECT

P.I.E. - CYCLE #______ MANAGEMENT FORM TEAM ____________________ DATE __________

NAME ______________________________

NEED (from Assessment) ______________________________

REFERS TO PROJECT OBJECTIVE ______________________________

T.D. AREA FOR EMPHASIS ______________________________

UNIT TITLE ______________________________

PLANNING (What do you propose to do?)

IMPLEMENTATION (How do you propose to carry it out?)

EVALUATION (What evidence do you have that it worked or didn't?)

Preliminary P.I.E. Cycle Assessment ______________________________

TEACHER INSTRUCTOR

SEVENTH GRADE SCIENCE

UNIT TITLE:

The Cell--The Basic Unit of Life

NEED BEING MET BY THE CYCLE:

Learning How To Manage Several Different Learning Situations

MURRAY STATE UNIVERSITY

HOPKINSVILLE MIDDLE SCHOOL TEACHER CORPS PROJECT

PIE CYCLE #2 MANAGEMENT FORM   TEAM: 7th Grade Science DATE: 12-16-76

NAME: Darwin L. Baggett

NEED (from Assessment): Learning How To Manage Several Different Learning Situations

REFERS TO PROJECT OBJECTIVE: 5c, 5d, 5e, 5g

T.D. AREA FOR EMPHASIS: Planning and Decision Making

UNIT TITLE: The Cell--The Basic Unit of Life

PLANNING (What do you propose to do?)

I. Systematic Research

To find information and ideas for this PIE Cycle #2, the following areas will be researched:

A. Locate information on learning center, group dynamics, learning stations materials, activities, etc., in the Professional Materials Center at HMS.

B. Locate information on the above areas from the following sources:

1. Reference books

    a. Individualizing Classroom Instructions
    b. Kid Stuff
    c. Classroom Ideas for Learning Centers
    d. Learning Centers Can Be Fun
    e. Working with Individualized Inst.
    f. Management Systems in Education
    g. Practical Approaches to Individualizing Instruction
    h. Teacher Self Evaluation*
    i. Educational Evaluation*
    j. Reality Grading*
    k. Measurement and Evaluation*

2. Various school systems

---

*This set of books was used to develop a student questionnaire and was not directly used to develop any items for learning centers.

        a. Greer, South Carolina
        b. Atlanta, Georgia
        c. Houston, Texas
        d. Mobile, Alabama

C. Discuss the development of a learning center with the following professionals at HMS

    1. Mrs. Jane Adams
    2. Mr. Harold Wood
    3. Mr. Bob Wilson
    4. Miss Betsy Glover
    5. Mrs. Patty Arnold
    6. Mrs. Paulette Abrums
    7. Mr. Tony Whisenant

D. Discuss the development of learning centers and their needed materials with Dr. Bossing.

E. With the help of Dr. Bossing, locate information on learning centers at Murray State University Library.

F. Develop materials, procedures, and instructions for specific learning centers selected for implementation in the classroom.

G. Implement the learning centers through an existing unit's objectives. (See Activities Appendix)

H. Produce evaluation methods to determine the effectiveness of the learning centers and to check the students' opinions of the various centers.

I. Collect evaluation data on the centers and examine.

II. Report of Research Findings

Since it required too much time to check all the resources listed in the systematic research section, not all the materials listed were researched. In this report, an attempt is made only to report on those materials that were directly used in the eventual development of the learning centers used in this PIE Cycle. Those resources not reported should still be considered as possible sources for the development of learning centers by those reading this report.

A. From the Professional Materials Center at HMS.

    1. MS 1, P. 1

    This article stated that a child's thinking process should be stimulated by learning centers in the areas of discovery, communication, creativity, observation, and decision making.

2. MS 1, P. 2

   This article stated that space in a classroom could be maximized by breaking the room into centers.

3. MS 1, P. 3

   To make centers work, they must be located where they can be managed, and simple regulations (rules) should be established for each center. Also, this article mentioned that centers should have easy-to-remember, descriptive names that are posted above each center.

4. MS 1, P. 4

   The establishment of varied learning centers allows for instant feedback on activities that students do in class. They also offer students small bits of information that they can more readily learn.

B. From Reference Books

1. Learning Centers Can Be Fun

   This book mentioned developing an "interest center" where students could do related activities that were not included in the regular classroom activities.

2. Individualizing Classroom Instructions

   Behaviorial objectives lend themselves to learning centers and learning centers can be developed to maximize the behavior required by a teacher's unit behaviorial objective.

3. A set of books was used to develop a student opinion questionnaire.

   a. Teacher Self Evaluation
   b. Educational Evaluation
   c. Reality Grading
   d. Measurement and Evaluation

C. From Various School Systems

In an inservice program given by the Atlanta School System, a management system was developed for the quick checking of all activities by the students. The basic form of this system can be seen in the Activities Appendix.

D. Discussions with Professional at HMS

1. In a discussion with Mr. Wood, a suggestion was made to

help manage the students in learning centers. It involved momentarily turning off the lights to lower student noise.

2. In discussions with Tony Whisenant, various activities were developed for an interest center.

E. Discussions with the Murray State Facilitator--Dr. Bossing.

1. Discussions with Dr. Bossing centered mainly on methods of evaluation. Dr. Bossing suggested that unit grades be looked at before and after using learning centers to determine the effectiveness of the learning centers.

2. Dr. Bossing suggested that a student questionnaire be developed to determine if the students attitudes and opinions changed after completing a unit, working in these learning centers.

III. Plans to Use Research Findings

A. Designate areas (centers) with signs that are descriptive.

1. What the center has to offer to the student.

2. What the student will be doing in the center.

3. The signs should be eye-catching.

a. Large enough to be seen from across the room.

b. Strategically located so that the students are aware of where the center is.

B. The room should be arranged so that it will:

1. Maxamize the divisions of the class space into centers.

2. Allow for ease of movement between centers for both the students and the teacher and produce the least amount of distractions for students working in a center.

C. A management system and procedures will be developed with rules.

1. Rules will apply for each center, student movement and behavior, and general classroom behavior.

2. Rules, procedures and regulations will be:

a. Clearly displayed in the areas where they apply.

b. Short, to the point, and contain direct action-reaction criteria.

D. A system of student self-grading will be developed.

1. A testing center with answer keys for the student center activities and test will be available. This will be "monotored" by an eighth grade student who will recheck all materials.

2. Answer keys will have a set percentage or number correct so that the student will know if he or she has passed that activity or test.

3. A conference center will, also, be used in this capacity to aid in giving the students another form of quick feed-back.*

E. Develop behaviorial objectives for a unit of study in science that:

1. Require students to do center activities.

2. Are enhanced by the completion of a center's activities.

F. Develop an "interest" center for enhancement, reinforcement and reward for students. The different centers' activities would converge around the talent development areas of communication, forecasting, decision making, and planning and creativity. (See Pie Cycle 3 for more details.)

G. The development of two methods of evaluation.

1. Method 1 is through test scores determine student achievement before and after implementation of the centers.

2. Method 2 is develop a student opinion questionnaire.

---

*The development of this quick feed-back system for student activities has already been in minor forms in previous units of study. It is the intent of this cycle to increase the effectiveness of this feed-back system by better development of the testing center.

IMPLEMENTATION (How do you propose to carry it out?)

I. Evidence of Implementation

A. In the implementation of Cycle 2 the following centers are being implemented:

Title of Center	Center's Main Function
Bookwormania	Reading
Sights and Sounds	Audio-Visual
The Getting It Done To Place	Worksheets and Work Activities
Helter Skelter	Interest Center (See PIE Cycle 3 for more details)
Lab Center	Experiments and laboratory observation
C and RC	Testing and Checking Center
Small Jive	Conference

B. Descriptions of the centers, their basic activities, and "rules"

1. Bookwormania

a. This center contains a series of books located on a large book case. Specific assignments are made for this center in the books found here. These assignments contain information on a specific unit objective. The questions at the end of the reading assignments are, also, given to the students to help them obtain the objectives.

b. Rules for this center.

(1) No talking at this center.

(2) All questions are asked and answered individually.

(3) Return the books to the room and to the proper shelves when you finish.

2. Sights and Sounds

a. In this center equipment for audio visual activities are located. All film strips and cassett tapes can be viewed and listened to in this center. The audio-visual material assigned to this center is for the explanation of a unit objective.

b. Rules for this center.

   (1) View film strips in at least groups of three.

   (2) Work quickly and quietly.

   (3) Use materials in this center only once.

   (4) Return all materials to the "C and RC" when you're finished at this center.

3. The Getting It Done To Place

   a. Located within this center are various worksheets and work activities that pertain to specific objectives.

   b. Examples of the activities found in this center can be seen in the Activities Appendix.

   c. This center is located near the bookcase in "Bookwormania" so that the students can have easy access to the books to aid them in doing the activities of this center. Students are, also, encouraged to work together in this center on the assignments found here.

   d. Rules for this center.

      (1) You can work with a partner as long as you remain quiet.

      (2) Use any books you need to for "Bookwormania" to help you at this center.

      (3) Return all materials to their proper locations when you finish.

4. Helter Skelter (Talent Development Area Center)

   a. This center is designed around the talent areas of communications, forecasting, decision making, planning and creativity. Students are assigned to this center as part of the activities for a specific unit objective. The student is to select the activity in his or her talent area for the unit objective that he or she is working on. (Each student has been assigned a talent area (s) by the teacher.)

b. Rules for this center.

(1) Do only activities in your Talent Area.

(2) Turn in all activities to the teacher from this center when you finish.

(3) Replace all items you use to their proper locations.

5. Lab Center

a. Experiments and laboratory observation will be the major activities of this center. All labs will be labeled by the objective that they belong to. Materials for these labs will be placed in packets on trays along the length of the lab bench where this center is located.

b. Rules for this center.

(1) You are to work with a partner.

(2) No "fooling around" in lab.

(3) Clean and return all lab materials to their proper places.

6. C and RC

a. This center has a two fold purpose. First, this is the area where students take and check pre and post tests for each of the objectives in a unit. Second, all assignments (except for those that are marked indicate otherwise) found in the center of the room can be checked at this center.

b. The center contains answer keys for most of the center activities. These keys contain the correct answer and the criteria for passing the activities at the centers. Answer keys for pre and post test are located here, also.

c. Students are provided a checking pencil for checking their answers on the above items. Once the student has checked the activity or test he then gives it to a student aide to be rechecked. These student aides are selected from the eighth grade class and from Hopkinsville High School.

d. It is, also, at this center that students receive "pass" or "fail" marks on their activities. These are recorded on the students grading sheets.

e. Rules for this center.

(1) No talking.

(2) Use only the "blue" grading pencils to grade your papers with.

(3) Ask for all checking sheets by their proper names or number.

(4) Only two people at a time may be up to have their papers rechecked.

7. Small Jive

a. This center is devoted to conferences which the student can sign up for with the teacher. This center may be assigned by another activity or required by the teacher as an oral testing area.

b. There is a "sign-up" area at this center. The students are required to sign at this area. The teacher then calls out the student's names in the order that they have signed up. No other student may interrupt while the teacher is in this center. Hopefully this assures an uninterrupted conference on a one to one basis for the student and the teacher.

8. Slide and Tape Presentation

The slide and tape provided with this Pie Cycle describe the changes made in room arrangements before and after implementation of the centers.

II. Lesson Plans

A. Objectives (The following objectives are written to aid the observer in observations made on and about various learning centers.)

1. Objective 1

The student should be able to locate and recognize a center while in the classroom.

2. Objective 2

Upon reading the center's poster signs the student should be able to list the materials and activities in that center and repeat that center's rules.

3. Objective 3

Upon completion of a center's activity (the pre or post test) the student should be able to check his or her paper with a key and then determine if he or she has passed or failed that activity.

4. Objective 4

   Upon completion of all the assigned centers for a specific unit objective, the student will have been exposed to all the required information for a specific unit objective, and thereby, should prepare to take a post test over that specific unit objective.

B. Procedures in the classroom

1. Students work in an "individualized scheme." Within this management system, centers will be used by the students to enhance their understanding and knowledge of each behavioral objective in a unit or study in life science.

2. Procedure steps to be followed.

   a. Read the objective (The objectives for a unit are found on separate sheets with the pre test for that unit.)

   b. Take the pretest. (The pretest for a specific objective is located on the same sheet as the objective.) If the student passes the pretest, he takes the post test for that objective. If the student fails the test he or she must then:

      (1) Do the Circled Centers (These are, also, on the same sheets as the objective and the pretest.)

      (2) Each center has an "assignment area" which contains the assignment for a specific number objective.

      (3) The student completes the center's work and then goes to the center entitled the "C and the RC" to check his work.

      (4) The student must complete the center's work with a certain amount of proficiency (which is listed on the answer keys for that center) before he can continue.

      (5) Once the student has completed all centers indicated for a specific objective, the student then goes to the "C and RC."

(6) Take the post test over that specific unit objective. If he or she passes the post test, the student may then go on to the next objective.

(7) However, if the student fails the post test he or she must repeat at least two (2) of the centers again before retaking the post test for a final time.

c. Each of the above steps is repeated for each of the numbered behavioral objectives until all are finished or a predetermined finishing day is reached. In that case the student must stop work.

d. Evaluation of the students is determined by the number of completed assignments they have successfully finished.

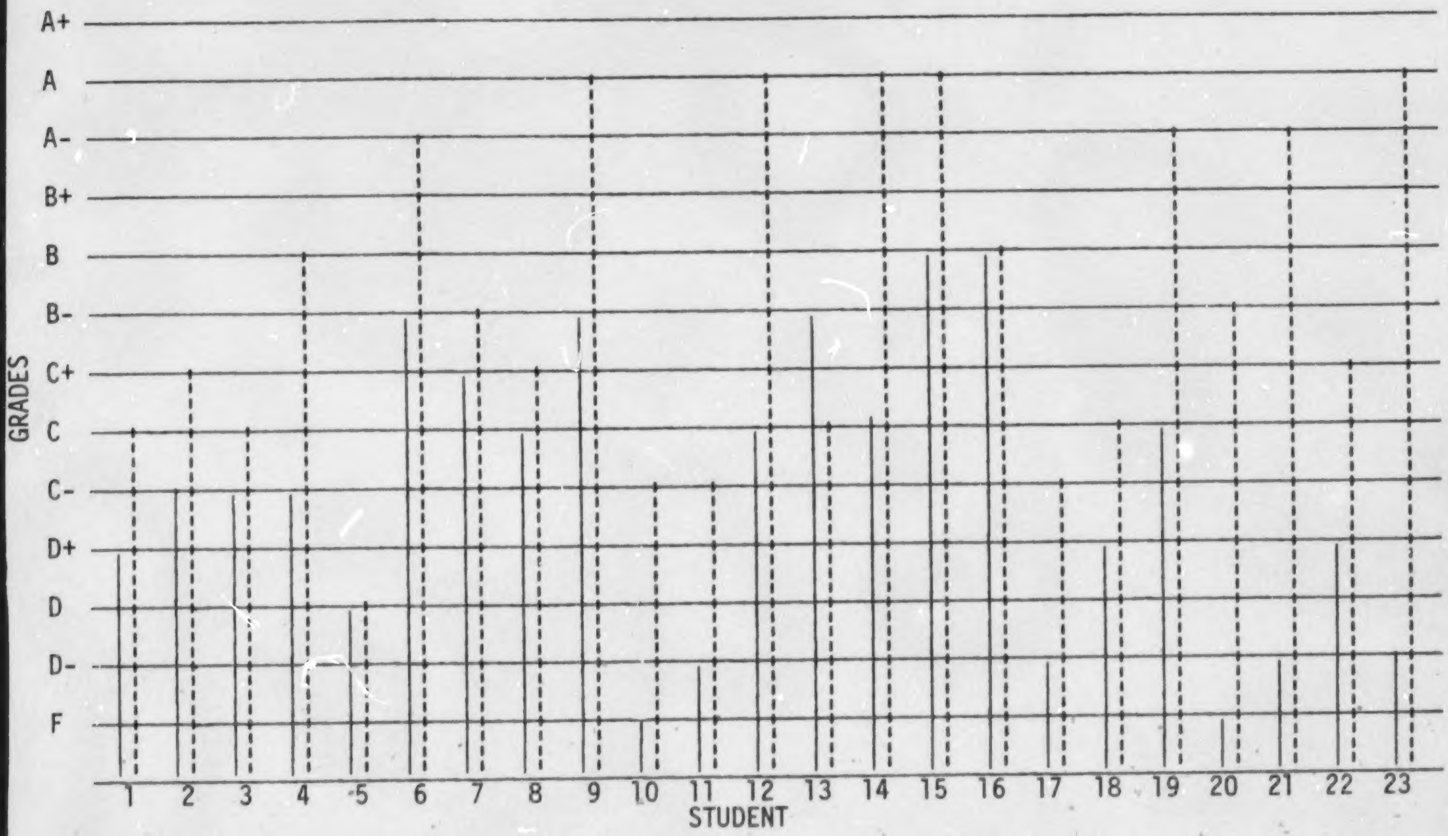
EVALUATION (What evidence do you have that it worked or didn't?)

I. Written Assessment Plans

To evaluate this second PIE Cycle three methods will be employed.

A. First, the unit grades results will be examined for a unit before and after implementation of the centers. A unit grade represents the total composite grade for a unit that a student has received for the work completed in that unit. These grades are represented as A-B-C type grades. These grades for the before and after units will be compared on a bar graph for a randomly selected four students out of each of the six class periods. Another bar graph of a control class will be used as a further form of comparison. The control class did not work in the learning centers, but was taught in a traditional classroom setting. A comparison of grades will provide a basis for determining the effectiveness of learning centers verses a traditional classroom approach.

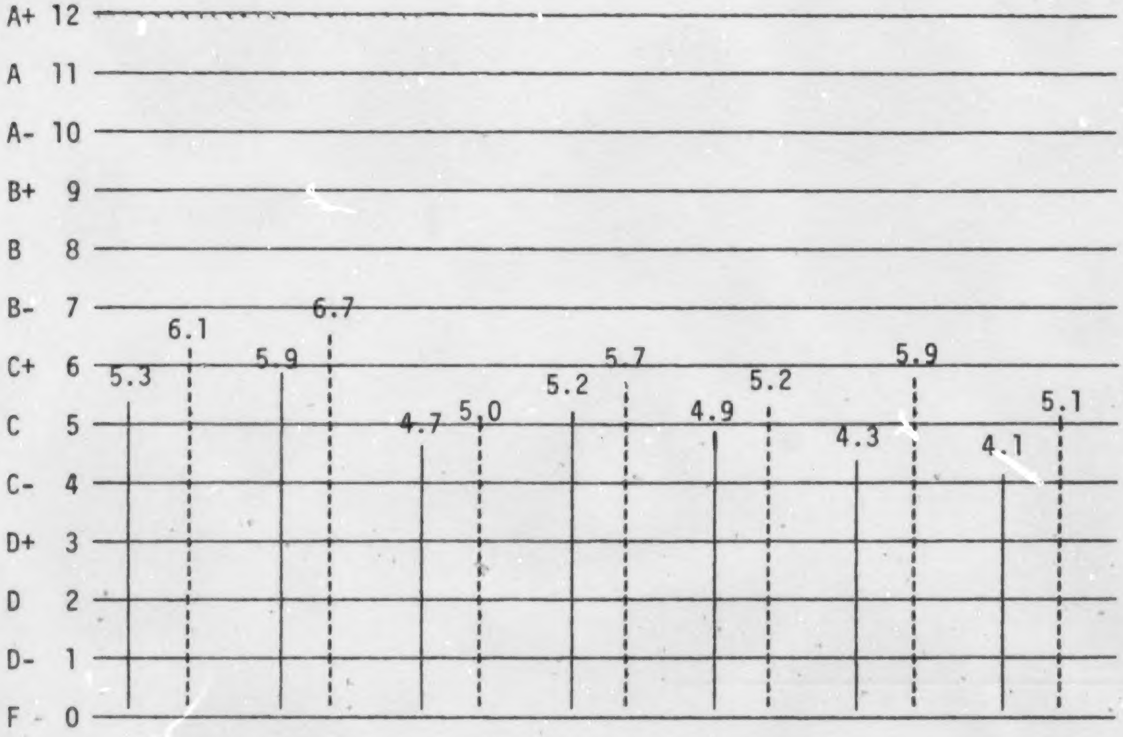
B. Finally, a student questionnaire will be used. This questionnaire will help determine if students favor working in learning centers. All students in each of the six class periods will be given the questionnaire. The answers will be totaled for each class period. These will be displayed on a bar graph showing the percentages of "yes" answers for each question.



Legend: Before Implementation——————————
After Implementation -----------------

The above graph shows the changes in letter grades of 23 students before and after (during) implementation of the learning centers developed in this cycle. The students were randomly selected from each of the six class periods.

The graph below shows a comparison of average grades for the unit before and during implementation of the learning centers. The seventh period is the control class averages for the same two units.



Legend: Unit average before implementation of the learning centers ————————

Unit after implementation of the learning centers ----------------

COMMON

1. Do you learn best when you have the same method of learning every day? Yes No
2. Do you learn best when the teacher lectures you? Yes No
3. Do you learn best when a student-tutor helps you? Yes No
4. Do you learn best from audio-visual teaching methods? Yes No
5. Do you learn best from an entire-class assignment? Yes No
6. Do you learn best from a small-group assignment? Yes No
7. Do you learn best from an individualized assignment? Yes No
8. Do you think it is the teacher's responsibility for your learning? Yes No
9. Do you think it is the student's responsibility for their learning? Yes No
10. Do you enjoy class when it is taught entirely by the teacher? Yes No
11. Do you enjoy class when it is taught mostly by a fellow student? Yes No
12. Do you enjoy class when you are required to work independently? Yes No
13. Do you think a teacher should completely decide your learning program? Yes No
14. Do you think a committee should decide your learning program? Yes No
15. Do you think you should decide your learning program? Yes No
16. Do you think all of the three above should decide your program? Yes No
17. Do you pay attention better when a teacher teaches a class? Yes No
18. Do you pay attention better when you study and work in small groups? Yes No
19. Do you pay more attention to your learning when you receive and study it alone? Yes No
20. Do you do your work better when a teacher assigns it? Yes No

21. Do you do your work better when you're assigned to a group that is doing it? Yes No

22. Do you do your work better when you pick it out? Yes No

NOW (Underline One)

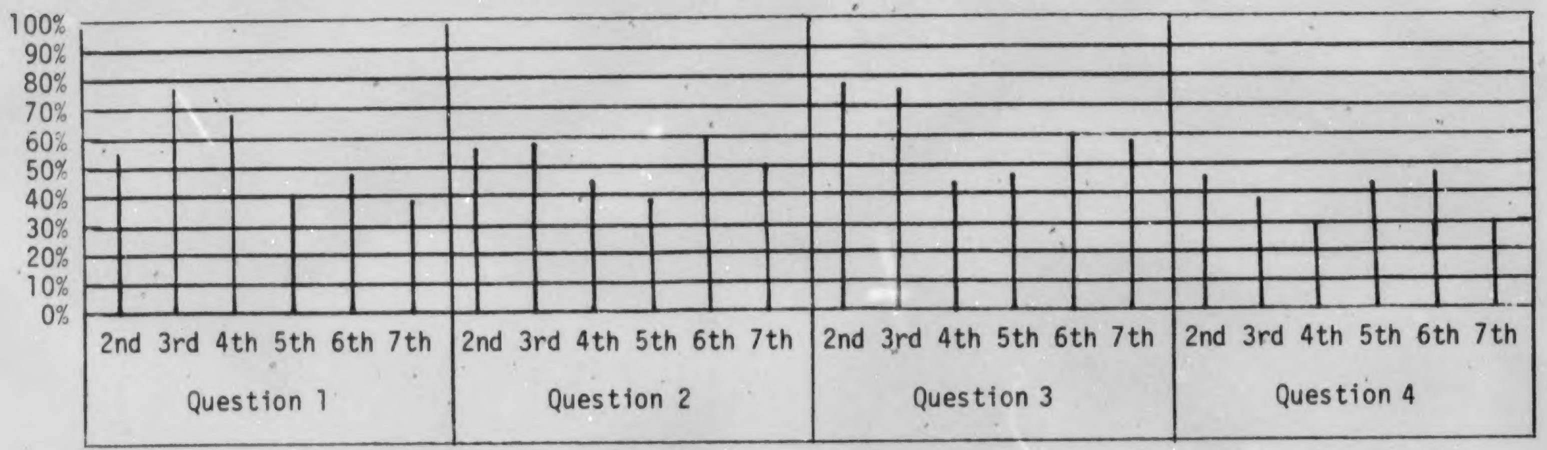
23. Did you learn best from: (1) teacher lecture (2) small groups (3) audio-visual (4) on your own?

24. Did you enjoy: (1) teacher lectures (2) small groups (3) audio-visual (4) your own learning program better?

25. Did you work harder with: (1) teacher (2) other students (3) alone?

The bar graphs on the following pages represents the percentage of "yes" answers given on each of the questions found on the student questionnaire.

The percentages are determined from totals of "yes" answers on the questions given to the students in six separate class periods. The different bars represent the six class periods.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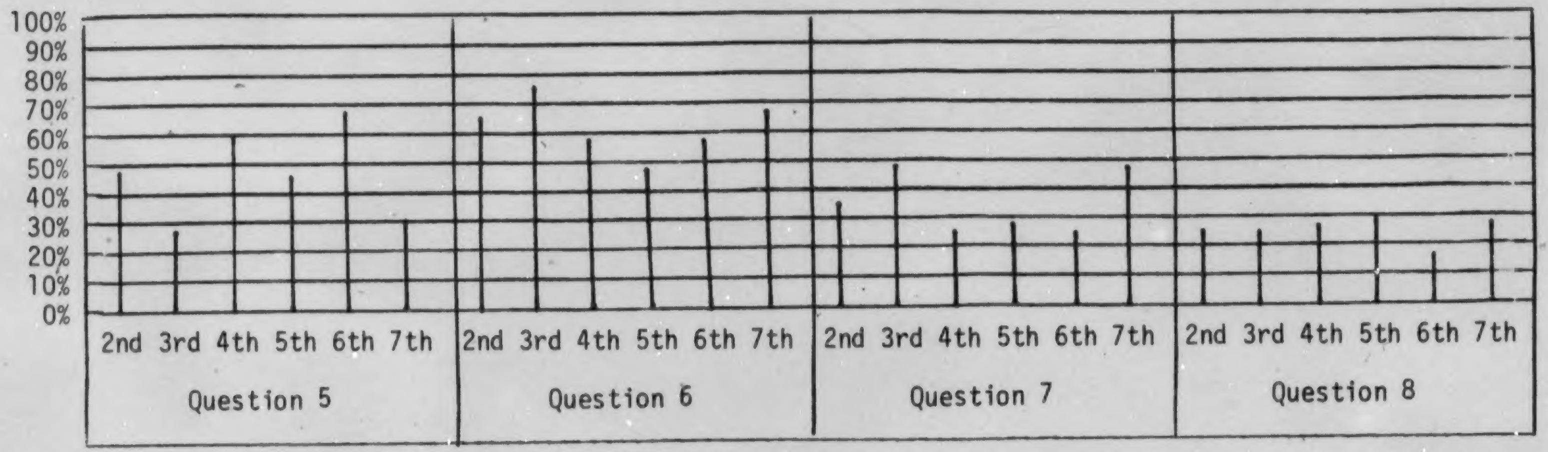
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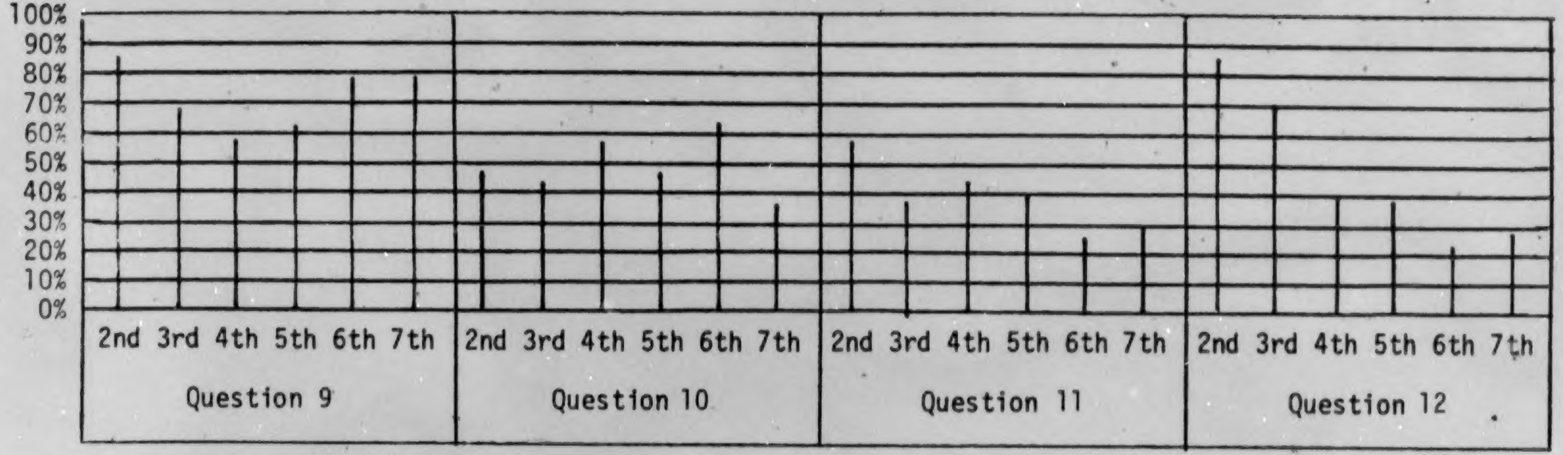
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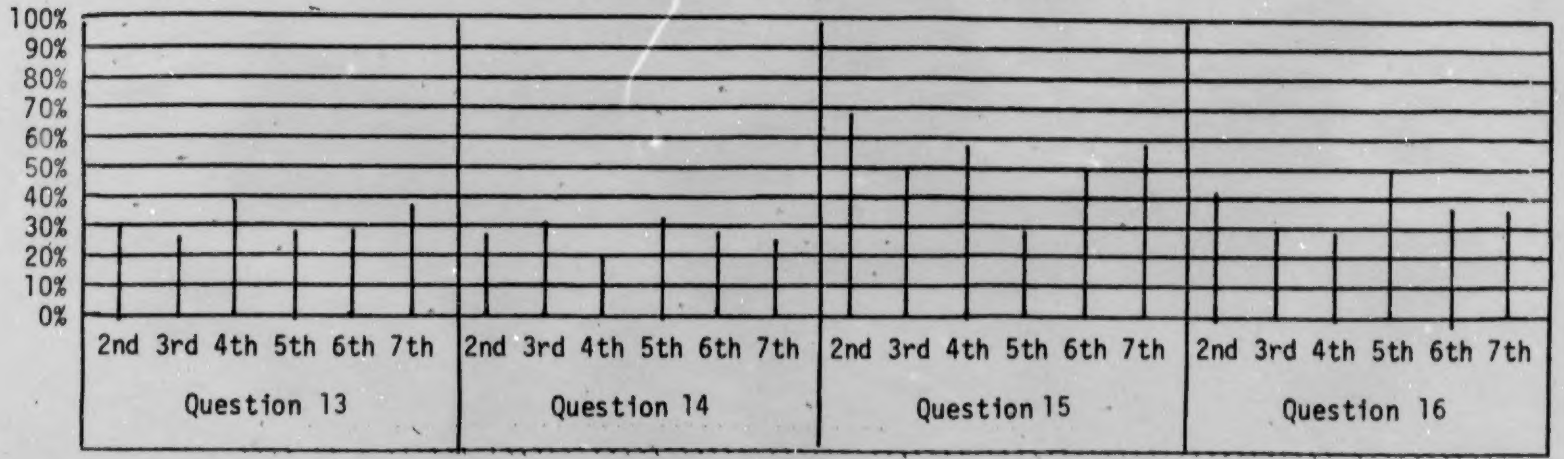
Question 12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Question 15
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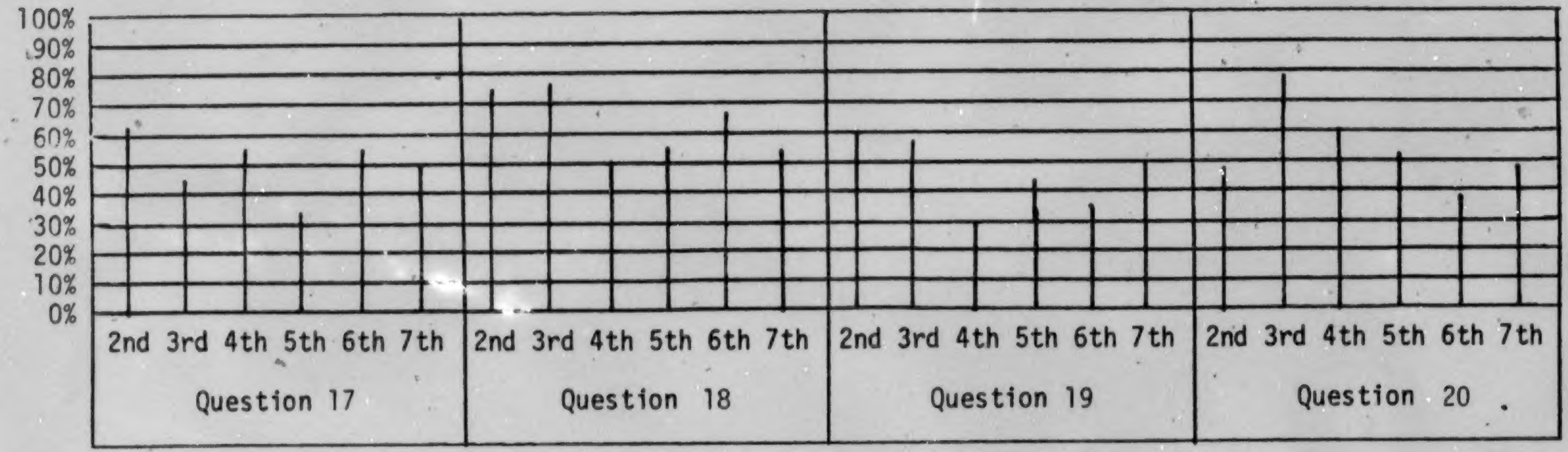
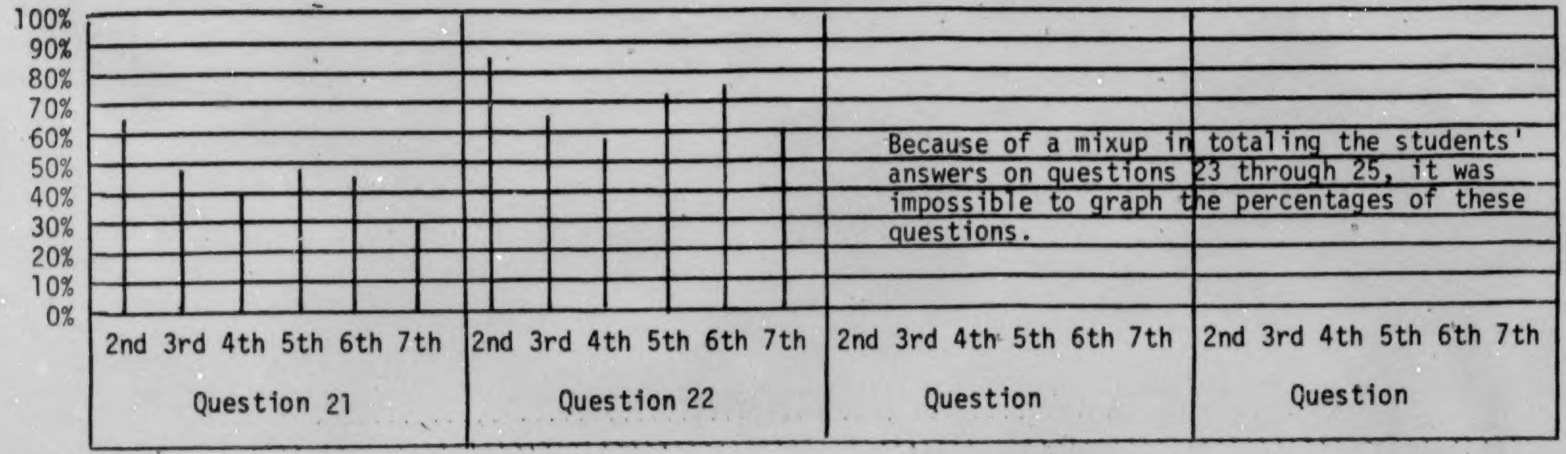
Question 16





Because of a mixup in totaling the students' answers on questions 23 through 25, it was impossible to graph the percentages of these questions.

II. Statement of Conclusions

In examining the individual grades of the 23 students, an average increase of half a letter grade can be seen. This trend continues throughout most of the students in the 6 class periods. The greatest increases can be seen in the students that are in the slower classes (such as numbers 10, 11, 21, 22, and 23). The lowest increases occurred in the classes that were of a higher level at the beginning (as seen by the students numbered 5, 6, 7, 15, 16, and 17).

The comparison of grade point levels made on the graph shows an average .73 rise in grade point level. On this graph as in the one mentioned above, the lowest classes obtained a higher rise in grades. (7th period grade point difference = 1.6 as compared to 5th period grade point difference = .5)

The increase in grade point levels of the 6 class periods when compared to the control class is not significant. (Average rise for the 6 periods = .73 verses 1.0 for control class)

As for grades, the learning centers seem to aid the lower students but do not seem to cause a marked difference in grades when compared to a traditional class setting. Students who achieve well in a traditional setting seem to have trouble adjusting to the flexibility of the learning centers.

When examining the responses graphed on the student questionnaire, the same trends are seen. Higher level classes such as third and fifth period have more reservations about the individual methods used in the learning centers. The "newness" of this approach makes students apprehensive. Students do want the responsibility for their learning experiences (examine the graphed results on the preceding pages to questions 8, 9, and 22) but are hesitant to take this responsibility on, as shown by the graphed results to questions 7, 12, and 15.

I feel strongly that learning centers and the methods used to implement them are more valid than traditional methods. They allow for flexibility and student responsibility, two very important qualities. However, students require time in order to get use to new methods and it takes time for teachers to prefect their centers and learning methods.

III. Recommendations

A. This type of learning situation should be continued and expanded to further meet student's individual learning needs.

B. No additional learning centers need be added but materials on different levels should be added.

C. Alternate student patterns should be added to allow students other ways of obtaining unit credit.

D. From in-class observation, the room arrangement will need to be reworked for better space utilization and student movement.

E. Students need more training in following directions and reading.

ACTIVITIES APPENDIX

UNIT TITLE: THE CELL--THE BASIC UNIT OF LIFE

Instructional Objectives: (The stared objectives are the ones using learning centers to explain them.)

1. The students will match correctly 22 out of 25 vocabulary words to their definitions for an "A"; 18 to 21 for a "B"; and 14 to 17 for a "C" on a teacher prepared test.

2. After locating the characteristics of living things in various reading materials (available in the reading center), each group of students will plan a ten minute play explaining the characteristics of living things.

*3. The students will be able to describe on paper the following parts of a typical cell:

Cell Membrane	Endoplasmic Reticulum
Nucleus	Chromosomes
Mitoshondria	Cytoplasm

*4. The student will locate the above cell parts on drawings of a typical cell (either plant or animal).

*5. The students will list the difference between a typical plant cell and a typical animal cell.

6. After completing the above objectives, the students are to create a model of a typical cell out of materials available at home. (Scrap or throw-away materials)

7. After completing the objectives 3, 4, and 5, the students will forecast what would happen to a cell in varied conditions listed below on a teacher prepared test.

Conditions: The dividing of the cell
The loss of the chromosomes
The increase of cell activity
Etc., etc.

*8. After examining information on osmosis, the students are to plan a lab demonstrating the process.

OBJECTIVE SHEET

Unit 3, Objective 3

Read the statement below CAREFULLY.

"You" (no one else but) will describe on paper the following parts of typical cell:

CELL MEMBRANE   NUCLEUS   ENDOPLASMIC RETICULUM

CHROMOSOMES   MITOSHONDRIA   CYTOPLASM

Now to the Testing Center and take the following pretest.

Pretest, Objective 3

Matching. Match the cell part to its function on your paper.

1. Nucleus
2. Mitochondria
3. Endoplasmic Reticlum
4. Chromosomes
5. Cell membrane
6. Cytoplasm

A. Powerhouse of the cell

B. Contains herediteric information and DNA

C. Protective covering and regulator of materials that pass in and out of the cell

D. Canal system in cell

E. Control center of cell--contains genes

F. All materials inside the cell membrance and outside the nucleus

---

Now "C and RC." You must get all six correct to pass the pretest. If you passed the above pretest, ask for the post test on Objective 3 at the Testing Center. If you fail the pretest, do the circled centers indicated below.

[✓ Bookwormania]   [✓ The Getting Done To Place]   Small Jive

Lab Center   [✓ Helter Skelter (TDAC)]   [✓ Sights and Sounds]

Example of Activities in "Helter Skelter"

Unit 3, Objective 3, Creativity

Describe and draw a set of micro-miniture machines that could be made to take the place of each of the cell parts.

OR

Locate pictures of machines already in existance and redesign them to take the place of the parts of the cell.

When you are finished bring this to the instructor.

Objective 3, Forecasting

Describe in one sentence and no more than ten words what would happen if each of the parts of a cell were removed. The parts of the cell you are to work with are those used in Objective 3. You are to write a sentence for each. YOU MUST BE SPECIFIC. You cannot just say that the cell would "DIE" if you removed one of the parts. Any one can figure that out. Instead explain why it would die.

When you are finished turn the paper in to the instructor.

Objective 3, Planning

Plan an experiment that would demonstrate the function of one of the following parts of a cell: Mitochondria, Nucleus, or Chromosomes. List the materials you would need; then, describe the steps in the experiment.

After you have this completed, bring the experiment to the instructor.

Example of Activity in "Lab Center"

Objective 5, Observing Cells (Plant Cell)

Cut out a small piece from one layer of an onion. From its inner surface you can peel off a very thin sheet of material which is actually a single layer of cells. Sometimes this sheet of cells stays on the outer surface of the next layer which you have removed. Place the sheet of onion cells in a drop of water on a microscope slide and cover it with a cover glass. Observe the slide under the microscope. Can you see the cell wall? Cytoplasm? Nucleus? If the nuclei do not show very well, try staining the cells with iodine solution. The nuclei will stain a dark yellow-brown, and then they will be easier to see.

Make a drawing of what you see.

Example of Activity in "Bookwormania"

Objective 3, Book I, Pages 90-96

Do questions in A (Numbers 2, 3, and 4)

Do questions in B (Numbers 6 and 7)

Example of Activity in "Sights and Sounds"

Objective 3

View filmstrip entitled "The Generalized Cell."

Answer the questions at the end of the tape.

Example of Activity in "The Getting It Done To Place"

Unit 3, Work Activity 3

Complete each of the following sentences with a word or phrase which will make the sentence correct. Do not write on this sheet.

1. ____________________ divide and separate during mitosis.
2. A(n)________________ is an example of a unicellar organism.
3. ____________________ is a substance in blood which transports oxygen.
4. ____________________ muscles can be controlled voluntarily.
5. Proteins are made of ____________________ acids.
6. Cell enzymes are produces by RNA in cell ________________.
7. Fatty acids and glycerine are ______________ in water.
8. Urea moves through a cell membrance by __________________.
9. A(n) __________________ solution has the same osmotic pressure as a cell.
10. An ATP molecule has more chemical _____________ than an ADP molecule.

Unit 3, Work Activity 6

Give the function or meaning of all of the parts of a cell.

Example of Materials in the "C and RC"

Answer Key, Objective 3, Pretest

1. E
2. A
3. D
4. B
5. C
6. F

Objective 3, Post Test

Describe in one sentence the function of the following parts of a typical cell:

1. Nucleus
2. Endoplasmic
3. Mitochondria
4. Cytoplasm
5. Chromosomes
6. Cell Membrane

Now "C and RC." You must get all six correct to pass the post test. If you fail the post test you must re-do two centers.

Answer Key, Objective 3, Post Test

1. Control center of cell contains hereditary information (chromosomes-genes).
2. System of canals inside a cell through which materials pass around.
3. Place in cell where respiration occurs and energy for the cell is produced.
4. All materials outside the cell nucleus.
5. Contains hereditaric information and DNA.
6. Controls the materials that pass in and out of the cell.

Bookwormania Key, Objective 3 (9 out of 12 correct to pass)

A. T. & F

7. F
8. T

B. M. C.

1. DNA

2. Ribsomes

3. Into and out of

D. H. & W.

2. Animal cells have a flexible cell membrane which regulates the movement of the materials in and out of the cell.

Material in the cell membrane is known as cytoplasm and within this is a network of tubes that connects the membrane to the nucleus known as the endoplasmic neticulum. Cell activities are controlled by the nucleus.

(Must contain underlined items to be correct.)

Work Activity 6 (All listed to pass)

Nucleus--Area of cell that contains hereditary material and controls cell activities.

Mitochondria--Region of cell that carries out respiration to produce energy.

Endoplasmic Neticulum--System of canals through which materials pass through the cell.

Chromosomes--Hereditaric material found in cell nucleus.

Cell Membrane--Surrounds cell and regulates what goes in and out of the cell.

Cytoplasm--All materials inside membrane but out of nucleus.

The statements underlined below are typical of the way "Small Jive" is used.

Objective 4, Communications

In the pouch with this instruction sheet is a picture of cell. Take it out and look over it closely. Note where all the parts are and what their names are.

Now put the picture away. Grab hold of a friend (gently) and tell them to help you with this communication activity.

You and your friend sit down together. Now orally describe the picture of the cell you have just studied to your friend. Make sure he or she listens closely.

When you are finished, sign you and your friend's name to the conference list in "Small Jive." When the instructor calls you up, have your friend describe the cell to the instructor.

Remember, you cannot show your friend the picture of the cell. You must describe it orally ONLY.

OBJECTIVES FOR PIE CYCLE 2

The following objectives are to aid any person in their observation and evaluation of the learning centers being implemented in this second PIE Cycle.

	A	B	C	D
1. The students should be able to locate a center in the room by finding the center's sign.	X			
2. After reading the center's sign the student should be able to describe the activities that occur in that center and the student should also be able to relay that center's rules.	X			
3. Upon completing a center's activity or finishing a pre or post test, the student should be able to check his or her activity or test with a (correct) answer key and determine if he or she has completed that activity or test to a satisfactory standard.	X			
4. Upon completing all center's activities for a particular behavioral objective in a unit of study, the student should have been exposed to enough information on that particular objective to exhibit its required terminal behavior.				X*

A. The objective was met (by what you were able to see in class).

B. The students could not completely show this objective because something was missing (from a center or materials for a center).

C. The objective was partially met. (Please list reasons for this selection.)

D. No evidence of this objective was visable in the classroom.

Thursday, December 2
5th Period
Gary Schroeder

*It was difficult to tell whether a child could complete all objectives as the objectives was not available. I also wondered how you would know whether children have achieved all they are supposed to.

OBJECTIVES FOR PIE CYCLE 2

The following objectives are to aid any person in their observation and evaluation of the learning centers being implemented in this second PIE Cycle.

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2. After reading the center's sign the student should be able to describe the activities that occur in that center and the student should also be able to relay that center's rules.
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4. Upon completing all center's activities for a particular behavioral objective in a unit of study, the student should have been exposed to enough information on that particular objective to exhibit its required terminal behavior.

A	B	C	D
X			
X			
X			
			X

A. The objective was met (by what you were able to see in class).

B. The students could not completely show this objective because something was missing (from a center or materials for a center).

C. The objective was partially met. (Please list reasons for this selection.)

D. No evidence of this objective was visable in the classroom.

Friday, December 3
Ann Hougland

SCIENCE

UNIT TITLE:

Introduction to Chemistry

NEED BEING MET BY THE CYCLE:

Developing Efficient Record Keeping Methods for Learning Activities

MURRAY STATE UNIVERSITY

HOPKINSVILLE MIDDLE SCHOOL TEACHER CORPS PROJECT

PIE CYCLE #1 MANAGEMENT FORM TEAM: Science DATE: 9-14-76

NAME: Linda H. Walker

NEED (from Assessment): #6 Developing efficient record keeping methods for learning activities.

REFERS TO PROJECT OBJECTIVE: #6e and #6f are prerequisites for #2 and #3b

T.D. AREA FOR EMPHASIS: Either directly or indirectly, all talent development areas will be covered.

UNIT TITLE: Introduction to Chemistry

PLANNING (What do you propose to do?)

I. Read professional material

  A. Professional material system
  B. Multi-talent resource center

II. Confer with other professionals

  A. Facilitator
  B. Administrator
  C. Other teachers

III. Develop activities and techniques

IMPLEMENTATION (How do you propose to carry it out?)

The following will be used to implement this PIE Cycle:

I. Develop and use record forms in the classroom

II. Take part in group discussions

III. Through classroom visits, develop possible ideas for my own class

IV. Documentation will be through

  A. Facilitator visits and conferences
  B. Lesson plans
  C. Copies of record keeping forms

EVALUATION (What evidence do you have that it worked or didn't?)

I. Student questionnaire

II. Personal observation and written report

PIE CYCLE REPORT

PLANNING

I. Bibliography

Change for Children, Kaplan, Kaplan, Madsen, Taylor, Goodyear Publishing Company, Pacific Palisades, California.

EV 1.0 P1, "Developing a Competing for Evaluation" by Donald D. Anderson. Taken from Developing Teacher Competencies, James E. Weigand, ed. 1971.

Individualization in Schools: The Challenge and the Options, A Publication of the National School Public Relations Association.

EV 1.0 P2, Informal Diagnostic Devices.

Multiple Talent Teacher Training Model published by Mobile County Public Schools, Mobile, Alabama.

Kids' Stuff by Forte, Frank, MacKenzie Incentive Publications, Nashville, Tennessee.

II. Confer with other professionals

During the course of PIE Cycle I, the following professionals were consulted: Dr. Schroeder, Dr. Childress, Dr. Bossing, Mrs. Von Lanken, Mrs. Hougland, and Mr. Victor. From these discussions, it was decided that achievement in talent areas should be separate from academic grades and, therefore, should be used only as a form of reinforcement.

III. Develop activities and techniques

Experiences from the past led us to believe that a definite need for an efficient record keeping system existed. Therefore, I began developing a system that enabled students to record points for all activities used in this unit. The points are to be recorded on a Student Progress Chart and kept in an individual folder. It was hoped that this would make the students more aware of their performance and more interested in doing work well.

As the unit began, I planned to have students fill out a habit questionnaire to make them aware of habits that affect their classroom performance. The questionnaire will be given out again at the end of the unit so that students may assess any changes in their behavior and note any improvements they need to make.

MY WORK HABITS

Date ______________________________ Name ___________________________

A Noisy Worker	______________________________________	A Quiet Worker
Able To Follow Directions	______________________________________	Often Confused And Do Not Know What To Do
A Neat Worker	______________________________________	A Messy Worker
A Good Listener	______________________________________	Always Talking or Thinking of Something Else When Others Are Talking
Able To Work By Myself	______________________________________	Always Asking For Help
Usually Able To Finish Work	______________________________________	Usually Cannot Finish My Work

---

For This Unit I Must:

For This Unit I Was:

PROGRESS CHART

UNIT ______________________ NAME ______________________

ACTIVITY	COMPLETED CK	TEACHER EVAL.	STUDENT COMMENT	AREAS NEEDING WORK	STUDENT GOOD IN THESE AREAS
		TOTAL POINTS	STUDENT EVALUATION:		

IMPLEMENTATION

Lesson Plans

Day 1

I. Begin unit by passing out student habit questionnaire; explained the form and had students fill it out; took up the form and placed it in individual student folders.

II. Introduced subject matter to be taught during the unit.

III. Pronounced the new vocabulary words; wrote them on the board and had students pronounce them.

Day 2

I. Read and discuss chapter one aloud in class.

II. Demonstrated and discussed conservation of matter experiment.

III. Passed out balancing equations worksheet.

Day 3

I. Went over and collected worksheet.

II. Passed out and explained record keeping forms.

III. Passed back worksheets and had students record scores.

Day 4

I. Answered questions at the end of chapter one in class.

II. Introduced activity box.

III. Went over questions.

Day 5

I. Had students record questions.

II. Had students shoose one of the five talent activities and complete for tomorrow.

III. Teacher demonstrated oxygen, its preparation and properties.

IV. Activities for Day 5

A. Write step by step instructions for performing the demonstration experiment.

B. Create a picture using chemical equations.

C. When a short candle is burned in a glass jar, predict what will happen to the weight of the jar and candle. (See set up)

D. Plan an experiment different from the one observed in class to show that matter is neither created nor destroyed.

E. Choose which chemical reaction you think is most important in your life and tell why you think so.

1. Photosynthesis
2. Respiration
3. Oxidation
4. Combustion

Day 6

I. Collected and checked talent activities.

II. Had students choose one of the divergent thinking activities and turn in.

III. Recorded results from talent activities.

IV. Activities for Day 6

A. List as many ways as you can that show how important oxygen is to us.

B. List all of the methods around your house used to prevent rusting.

C. List as many uses of carbon dioxide as you can find.

D. (Extra Credit) Make a model fire extinguisher.

Day 7

I. Recorded divergent thinking activities.

II. Read and discussed chapter five in class.

III. Students began answering questions at the end of chapter five.

Day 8

I. Finish answering questions and go over.

II. Students will be invited to use the activity box when they finish.

III. Record results on form.

IV. Choose one of five talent activities and complete for tomorrow (chemical and physical changes).

V. Activities for Day 8

   A. List all chemical and physical changes which occurred in your life yesterday.

   B. Plan a poster demonstrating chemical and physical changes.

   C. Decide which is the most important to your life--chemical or physical changes, and tell why.

   D. Design a game to learn the difference between chemical and physical changes.

   E. Write a paragraph communicating the differences between chemical and physical changes.

   F. What would life be like if there were no physical changes?

Day 9

I. Students turned in talent activities.

II. Read and discussed chapter seven in class.

III. Demonstrated experiments.

Day 10

I. Finished any reading or experiments.

II. Asked students to bring to class a recipe for lye soap.

III. Answered questions at end of chapter seven.

IV. Any students who finished early was asked to use the activity box.

Day 11

I. Went over questions in class.

II. Recorded results.

Day 12

I. Went over any soap recipes brought in and discussed how a knowledge of chemistry was valuable in everyday life.

II. Made notes for test and study.

III. Used activity box.

Day 13

I. Test over Unit Three.

Day 14

I. Recorded results of test.

II. Went over test.

III. Evaluated student record forms.

IV. Evaluated student habit questionnaire.

EVALUATION

Two afternoon classes of comparable ability were chosen. Period 4 served as the control group and period 6 as the experimental group. The graphs which follow show the results in terms of collected points for the two classes

STUDENT OPINIONAIRE

RECORD KEEPING

Check the appropriate sentence under each number.

1. A. 17 I like it best when I record my own grades on a progress chart.

   B. 7 I like it best when only the teacher records my grades.

2. A. 22 I was more aware of my grades during this unit.

   B. 2 I was not aware of my grades during this unit.

3. A. 9 I did not work any harder during this unit than during other units.

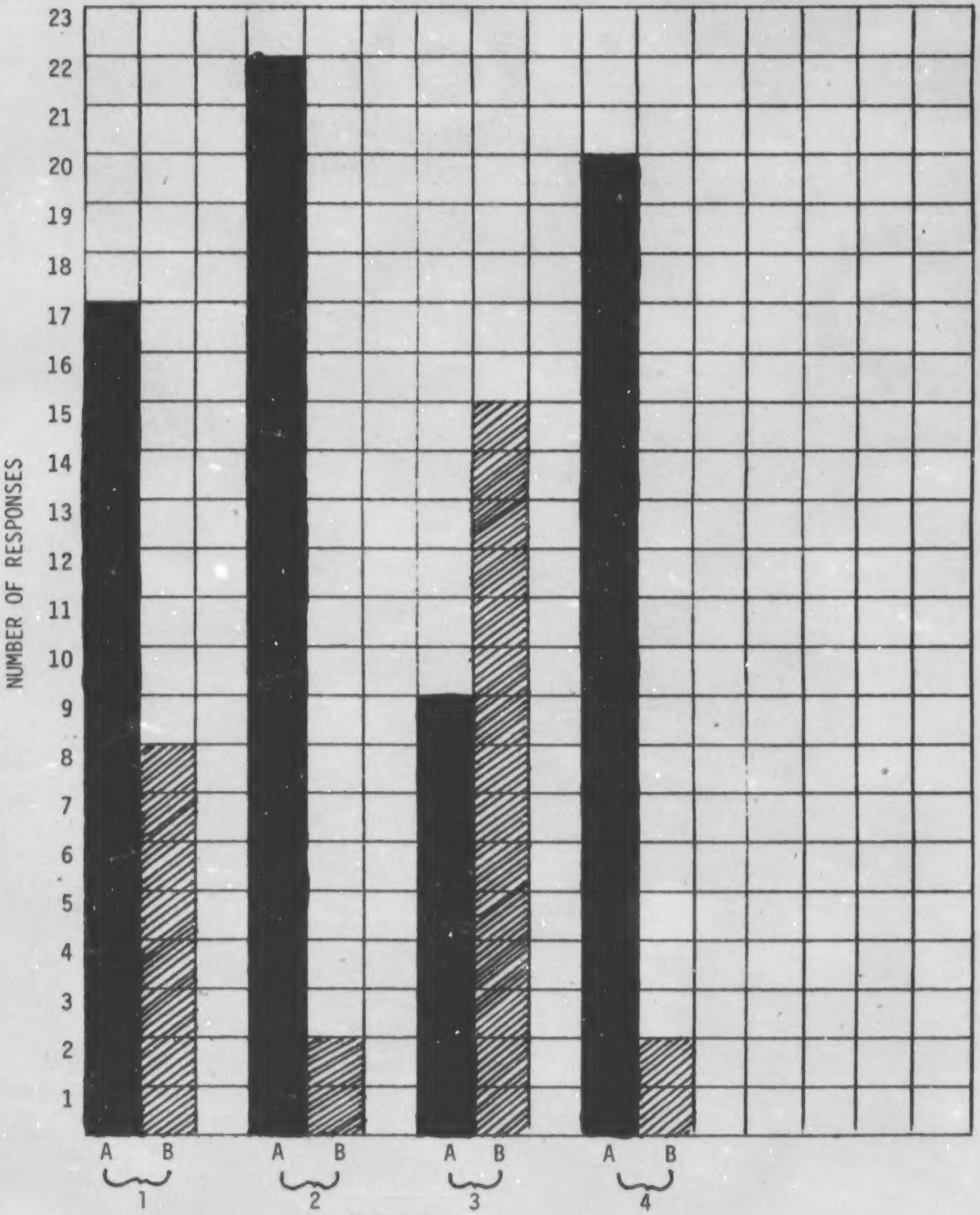
   B. 15 I worked harder during this unit than during other units.

4. A. 20 During this unit it was easier to know what I needed to make up when I was absent.

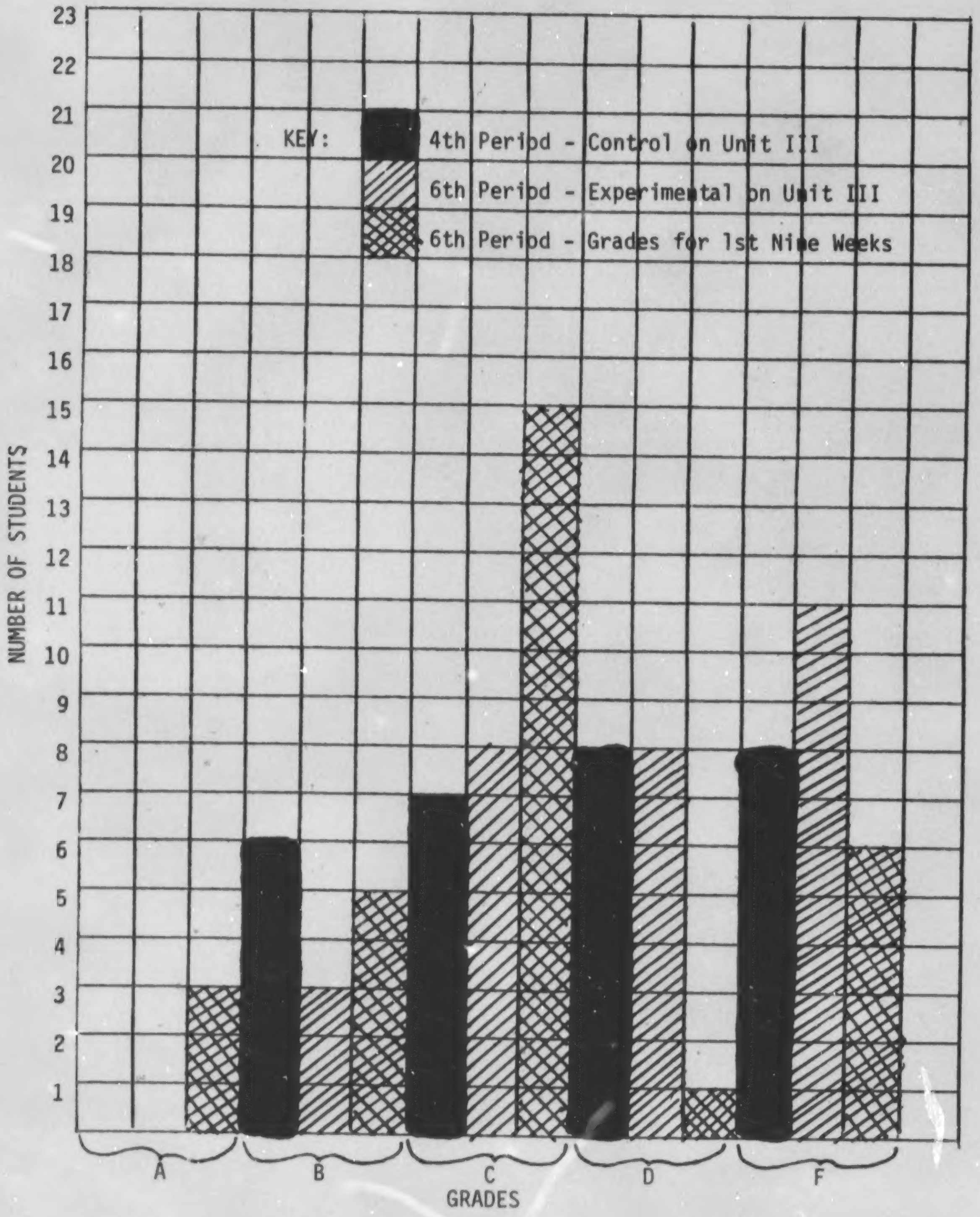
   B. 2 During this unit I did not know what I needed to make up when I was absent.

STUDENT OPINIONAIRE

RECORD KEEPING



EFFECT OF RECORD KEEPING ON GRADES



Student Opinionaire Results

After tabulating the student opinionaire, the following results were found:

1. Seventy per cent of the students preferred recording their own grades on a progress chart.
2. Ninety-two per cent of the students were more aware of their grades when they used a progress chart.
3. Sixty-three per cent of the students worked harder during this unit than during other units.
4. Eighty-three per cent of the students said the progress chart made it easier for them to know what assignments they needed to make up after being absent.

Overall, students responded quite favorably to the idea of recording their own grades on a progress chart.

Conclusions and Recommendations

The record keeping system developed for this unit did not have the effect on student's grades that was hoped. Despite record keeping, grades for the 6th period class were much better during the first nine weeks. There are several possible explanations as to why this may have happened. First, subject matter in this unit was much more difficult than previous material. Furthermore, the attitute of the students in the 6th period class was more apathetic than that of the 4th period class.

I believe that continuing the record keeping system during future units with some modifications will show improvements in student's grades. It was very time consuming but with practice, less time will be needed as the students become more familiar with the procedure. I would recommend that the students be given a complete list of the activities at the beginning of the unit rather than having them list the activities themselves. This will involve more prior planning on the teacher's part and will be less confusing for the students.

SEVENTH GRADE ENGLISH

UNIT TITLE:

"Something Wicked This Way Comes"

NEED BEING MET BY THE CYCLE:

Knowing the Community Resource People Who Can Help My Program
and Overcoming Student Apathy

MURRAY STATE UNIVERSITY

HOPKINSVILLE MIDDLE SCHOOL TEACHER CORPS PROJECT

PIE CYCLE #2 MANAGEMENT FORM TEAM: Seventh Grade English DATE: 10-28-76

NAME: Anna G. Selvidge

NEED (from Assessment):
1. Knowing the community resource people who can help my program.
2. Overcoming student apathy.

REFERS TO PROJECT OBJECTIVE: The teacher will be able to identify the learning styles of students and provide different learning modes to accommodate the learning style of each student.

T.D. AREA FOR EMPHASIS: Creativity

UNIT TITLE: "Something Wicked This Way Comes" (thematic literature unit)

PLANNING (What do you propose to do?)

1. Arrange for a visiting lecturer
2. Involve HMS members of Pennyrile Players in a taped dramatic presentation
3. Arrange for a taped story reading by a high school English teacher
4. Consult various literature textbooks
5. Consult professional library
6. Review Calvin Taylor's Igniting Creative Potential
7. Consult Mr. Wood about lecture scheduling problems and using the commons area for lecture

IMPLEMENTATION (How do you propose to carry it out?)

The following will be used to implement this PIE Cycle:

1. Classroom visit by Dr. Bossing along with a follow-up conference
2. V.T.R. or Mr. William Turner telling the Bell Witch story
3. Tape recording of "The Telltale Heart"
4. Tape recording of the play "The Monkey's Paw"
5. Bulletin board displaying students' work along with photographs of the bulletin board.
6. Lesson plans (included in this packet)

EVALUATION (What evidence do you have that it worked or didn't?)

1. Student questionnaire.
2. Number of student activities completed on time.

PIE CYCLE REPORT

PLANNING

1. Evidence of Systematic Research:

   See management form and the English team's combined note cards.

2. Written Report of Investigation Results:

   Realizing that many students do not learn best by reading, the seventh grade English team saw a need to get away from the typical "read the story, discuss, have a test" approach for a thematic approach. We believed that by using a community resource people to make oral presentations of the stories would be a valuable alternative to just reading the story. We asked our supervisor, Miss Adams, to help us arrange for our visiting lecturer, Mr. Turner.

   As stated on the management form and in the note cards, we consulted various other sources for ideas on follow-up activities. Partly as a result of our research and partly as a result of brainstorming among ourselves, we were able to offer the students three choices for the required activities on each of the three stories. We were also able to offer an optional extra-credit sheet. This variety of activities helped to provide different learning modes that better accommodated the learning styles of each student.

3. Evidence That Each of the Above Ideas Were Used:

   See enclosed lesson plans.

IMPLEMENTATION

1. Facilitator Observation:

   On Thursday, November 11, after seventh period Dr. Bossing came to my classroom to observe students' work displayed on the bulletin board. We had a brief discussion concerning the students' work and the unit being taught.

2. Physical Evidence:

   Mr. Wilson made a V.T.R. of Mr. Turner telling the story of the Bell Witch. Tape recordings of "The Telltale Heart" and "The Monkey's Paw" were also made by Roger Selvidge and five HMS students. All of these recordings were played for the students. Photographs were made of the bulletin boards displaying the students' creative activities. A few samples of students' creative work are enclosed in this packet.

3. Lesson Plans:

Daily lesson plans are enclosed.

EVALUATION

1. Written Assessment Plans:

For assessment of this PIE Cycle, I chose my first period class because they participated in every phase of the cycle. I did not give a pre-test or a post-test for this unit because the talent being stressed was creativity. In addition to the student questionnaire, we kept a record of student activities completed on time. I also attempted to make a subjective assessment of student interest by observing student enthusiasm or lack of enthusiasm during the unit.

2. Presentation of Assessment Results:

All 26 first period students were present the day I gave the student questionnaire on the following page. The numbers in the spaces represent the responses.

3. Statement of Conclusions:

Based on the results of the questionnaire and on the creativity evident in the students' work, I have reached the following conclusions:

a. Seventh grade students do like mysterious, spooky stories, and they prefer hearing them rather than reading them.

b. They do like having a choice and a variety of activities.

c. They are less apathetic when working on creative activities and when listening to mystery stories.

d. Their creative talents had a greater chance of being used with a thematic approach.

e. While the students did not master very much content, I think the unit was extremely valuable because students exercised their imagination and creativity and became aware of resource people within the community.

4. Make Recommendations:

I was very satisfied with the unit and do not plan any major changes. I may enlarge the unit to include another story or two if appropriate community resource people can be found.

I do plan to try to structure other thematic literature units on a similar plan if possible.

STUDENT QUESTIONNAIRE "SOMETHING WICKED THIS WAY COMES"

To help us evaluate this literature unit, we would appreciate your answering the questions below.

	YES	SOMEWHAT	NO
1. Have you enjoyed the stories?	18	7	1
2. Do you prefer listening to the taped stories over reading them silently?	13	12	1
3. Do you like having a choice of activities?	22	2	2
4. Are you glad one of the choices was art work?	15	6	5
5. Did the activities encourage you to be creative?	11	11	4
6. Do you think it's fair to base your grade on the activities rather than a test?	17	3	6
7. Would you rather have a test?	3	4	19
8. Did you have fun doing the activities?	15	8	3

Number of Student Activities Completed on Time:

Of the 26 students, 17 completed required activities on time. This is approximately 65%.

Subjective Observation of Student Enthusiasm:

During the videotaped presentation of the Bell Witch story, every student was extremely attentive. During the tape recorded presentations of "The Telltale Heart" and "The Monkey's Paw" most of the students were listening intently or reading along in the textbook. However, during the last two presentation, I did observe a few students who appeared to be daydreaming or almost asleep. During the time we worked on the required activities is class, most students were eagerly working even though all of them did not complete the activities on time. As the unit was coming to an end, several students asked questions such as, "When are we going to get to do another unit like this?" Such remarks seem to indicate that the students are interested rather than apathetic.

ACTIVITIES FOR "SOMETHING WICKED THIS WAY COMES"

"THE BELL WITCH" CHOOSE ONE ACTIVITY

1. Draw a picture of the scene at Mr. Bell's funeral as Mr. Turner described it to the class.
2. Pretend you are the Bell Witch. Select someone to haunt and explain how you would go about haunting that person.
3. Write a poem about the Bell Witch.

"THE TELLTALE HEART" CHOOSE ONE ACTIVITY

1. Write a one-paragraph report on the murder as it may have been written by one of the policemen.
2. What should be done with the murderer? Write a paragraph describing the punishment he should receive.
3. Create a wanted poster for the murderer in the story. Include a drawing of the murderer. Remember wanted posters tell what the person is wanted for and where he was last seen.

"THE MONKEY'S PAW" CHOOSE ONE ACTIVITY

1. Pretend you are an unemployed monkey's paw. You desperately need work. Write your own work wanted ad. Don't forget to mention you are dependable and that you have references (people who have seen your work).
2. Draw a picture of the house that you think would be the perfect setting for the play.
3. If you had an opportunity to have three wishes granted, what would your wishes be? Write a paragraph explaining why you would wish for those things.

LESSON PLANS

Objectives

1. Given a list of 15 scrambled words related to "wicked" things, the students will unscramble all of them.
2. Given several choices for creative activities, students may choose to do one or more for extra credit.
3. After hearing a live presentation of the Bell Witch performed by Mr. William Turner, students will select one activity from a list of three options and complete it.
4. After hearing a taped recording of Poe's "The Telltale Heart," students will select one creative activity from a list of three options and complete it.
5. After hearing a taped dramatic presentation of "The Monkey's Paw," students will select one activity from a list of three options and complete it.
6. While the two taped selections are being presented, students will follow along in their textbooks.

Monday, November 1

1. Set up classroom for Mr. Wilson to videotape Mr. Turner's oral presentation of the Bell Witch.
2. Mr. William Turner, a Christian County historian and professor at Hopkinsville Community College, will visit the classroom and speak to the students about the Bell Witch.
3. Because Mr. Turner's presentation will last the entire period, follow-up activities will be presented and discussed Wednesday.

Wednesday, November 3

1. As a follow-up to Monday's Bell Witch presentation, students will be given the following list of choices. They are to pick and complete one.
    - a. Draw a picture of the scene at Mr. Bell's funeral as Mr. Turner described it to the class. (Source: Adapted from Igniting Creative Potential)
    - b. Pretend you are the Bell Witch. Select someone to haunt and explain how you would go about haunting that person. (Source: Teacher developed)

   c. Write a poem about the Bell Witch. (Source: Adapted from Igniting Creative Potential)

2. Hand out scrambled spelling words for the students to unscramble by Thursday. Remind the class that the words are related to "wicked" things. Students may work in pairs to complete this exercise. (Source: The Cemetery Box)

3. Discuss extra credit possibilities and hand out extra credit activities sheet. Extra credit activities are due Tuesday, November 9. (Source: The extra credit activities sheet. All activities except (4) were taken from The Cemetery Box. Suggestion (4) was a teacher developed activity.)

Thursday, November 4

1. Collect activities done on the Bell Witch.

2. Listen to a taped recording of Poe's "The Telltale Heart." The students will follow along in their textbooks. (Source: Mr. Roger Selvidge, Hopkinsville High School teacher)

3. Go over activity choices for "The Telltale Heart" with the students. Each student must select one.

   a. Write a one-paragraph report on the murder as it may have been written by one of the policemen. (Source: Igniting Creative Potential)

   b. What should be done with the murderer? Write a paragraph describing the punishment he should receive. (Source: Igniting Creative Potential)

   c. Create a wanted poster for the murderer in the story. Include a drawing of the murderer. Remember, wanted posters tell what the person is wanted for and where he was seen last. (Source: The Cemetery Box and The Good Apple Newspaper)

Friday, November 5

1. Collect activities done on "The Telltale Heart."

2. Read some of the better papers and show some of the better drawings turned in on the Bell Witch.

3. Listen to a taped recording of "The Monkey's Paw." Students will follow along in their textbooks. (Source: Eighth grade members of the Pennyrile Players)

4. Go over activity choices for "The Monkey's Paw."

a. Pretend you are an unemployed monkey's paw. You desperately need work. Write your own work wanted ad. Don't forget to mention that you are dependable and that you have references. (Source: The Cemetery Box)

b. Draw a picture of the house that you think would be the perfect setting for the play. (Source: Adapted from Igniting Creative Potential)

c. If you had an opportunity to have three wishes granted, what would your wishes be? Write a paragraph explaining why you would wish for those things. (Source: Teacher developed activity)

Monday, November 8

1. Remind students that tomorrow is their last opportunity to hand in extra credit activities.
2. Read some of the papers and show some of the drawings turned in for "The Telltale Heart."
3. Collect activities done on "The Monkey's Paw."
4. Allow students time to work on extra credit activities.

THE BELL WITCH

By Annette Sargeant

The Bell Witch
She has a cat
She has a big switch
She cooks bats.
So watch the switch
in your bedroom
if you don't you
might have a
scratch on your
neck.

Hee, Hee,
Hee, Hee.

THE OLD BELL WITCH

By Patty Adams

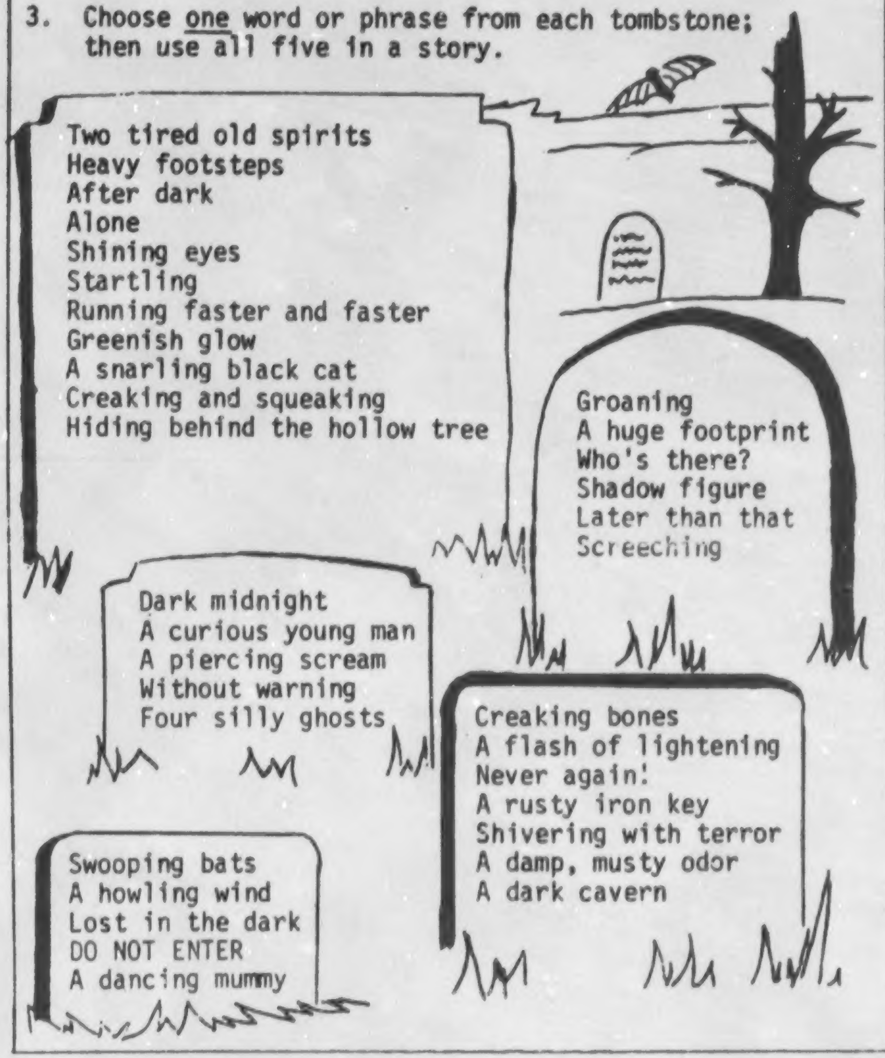
Out of the night so high
she rides,
No one knows what she
has in mind.

What will she bring back
on her glorious ride.
We shall never know
until tonight.

You all know that she
killed old man Bell.
Did he go to Heaven or to
Hell.

The Bell Witch is a queer
one at that.
I bet you didn't know
that she was a cat.

3. Choose one word or phrase from each tombstone; then use all five in a story.



Two tired old spirits
Heavy footsteps
After dark
Alone
Shining eyes
Startling
Running faster and faster
Greenish glow
A snarling black cat
Creaking and squeaking
Hiding behind the hollow tree

Groaning
A huge footprint
Who's there?
Shadow figure
Later than that
Screeching

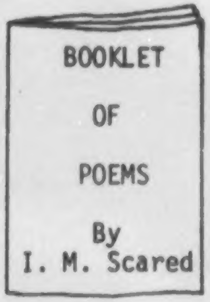
Dark midnight
A curious young man
A piercing scream
Without warning
Four silly ghosts

Creaking bones
A flash of lightening
Never again!
A rusty iron key
Shivering with terror
A damp, musty odor
A dark cavern

Swooping bats
A howling wind
Lost in the dark
DO NOT ENTER
A dancing mummy

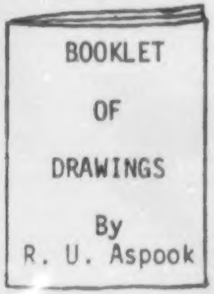
4. Make:

A. A booklet of spooky, mysterious, eerie poems (Preferably written by you)



OR

B. A booklet of spooky, mysterious, eerie drawings (Drawn by you)



Extra Credit Creative Writing

Do one or more of these creative activities for extra points.

1. Tales to curdle your blood

Here are some starters. Can you finish them:

"Thump, thump..." again came the sound. Then louder, "thump, thump..." it was coming closer...

"I'll never believe in witches," bragged Tom as the boys descended into the cave...

"It really would be a short-cut to go across the cemetery instead of around it, and after all," thought Roger to himself, "there's nothing to be afraid of." So Roger began walking between the tombstones...

Judy studied her watch and shuddered. "Only three minutes left," and then...

His blood ran cold when he turned the corner and saw...

2. Build a mystery story around these clues: Don't forget to give it a title when you're finished.

A clock that was an hour behind

Three eye witnesses all with a different version of what happened

An open refrigerator

A missing tennis shoe

Groaning at midnight, every night

A shadow outside the window

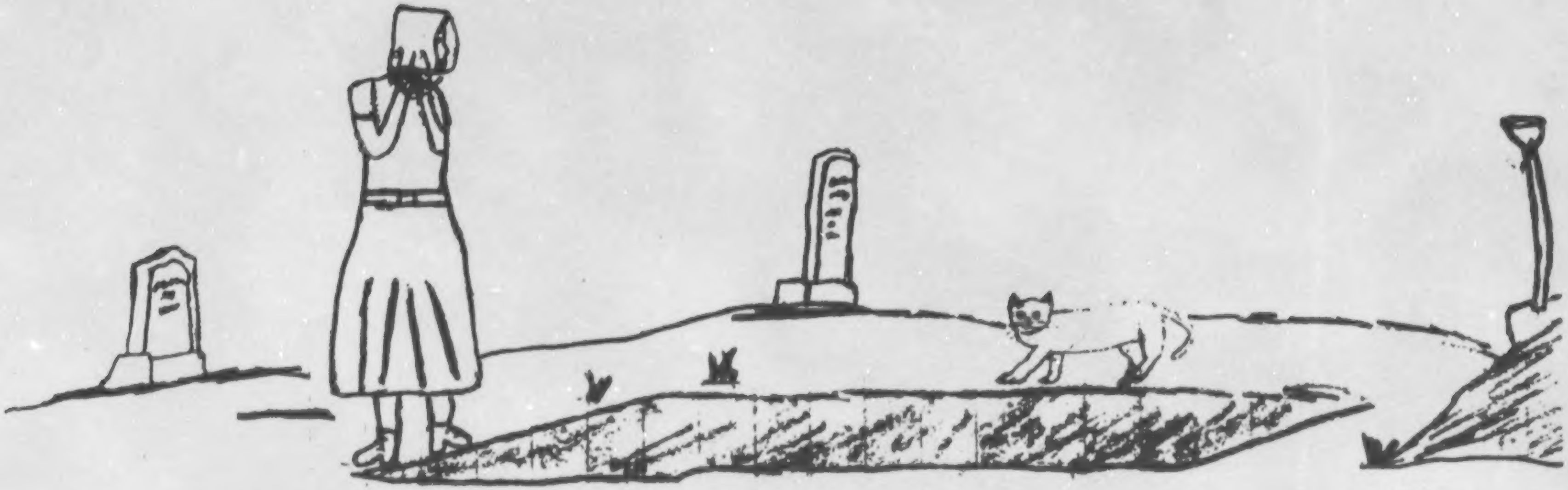
A broken coke bottle

A basketball in the fishtank

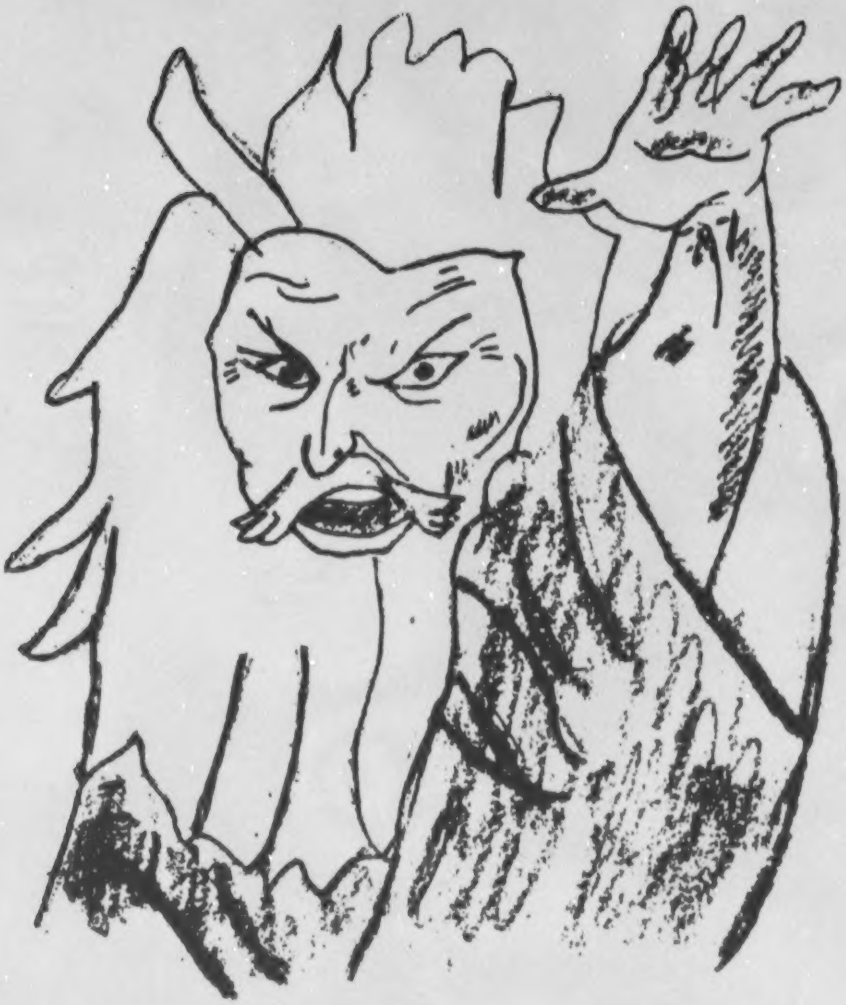
A trail of cookie crumbs from the kitchen to the garden

Footprints behind the garage

PA BeLL's funeral

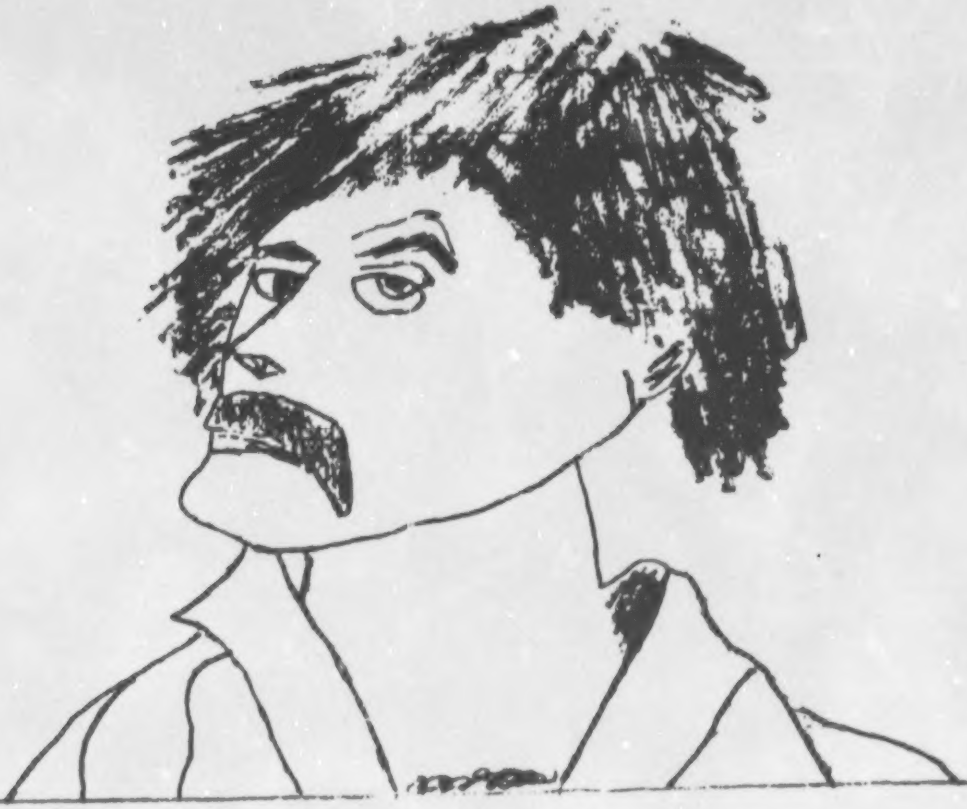


David



MUMMY

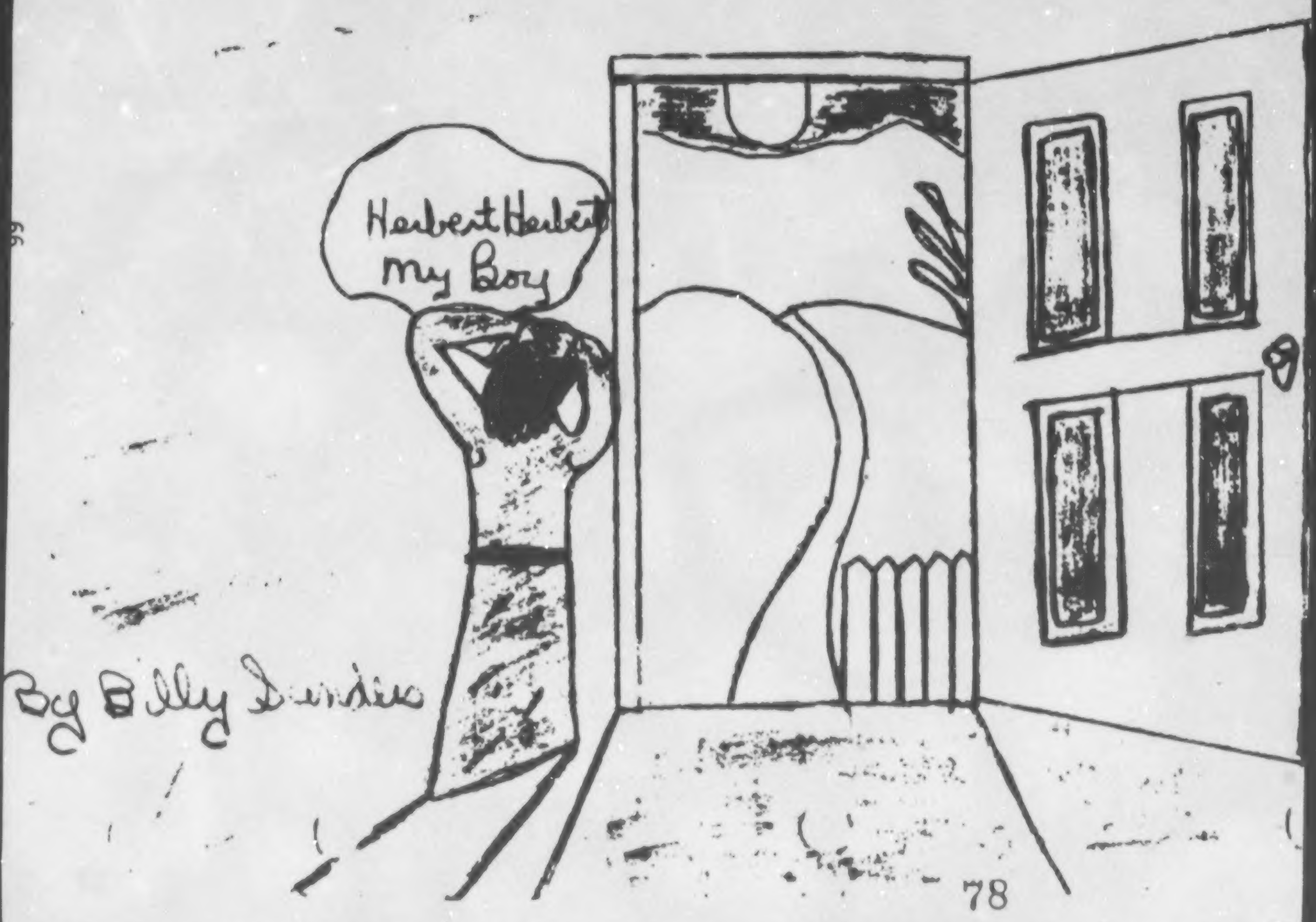
Wanted for Murder
$150.



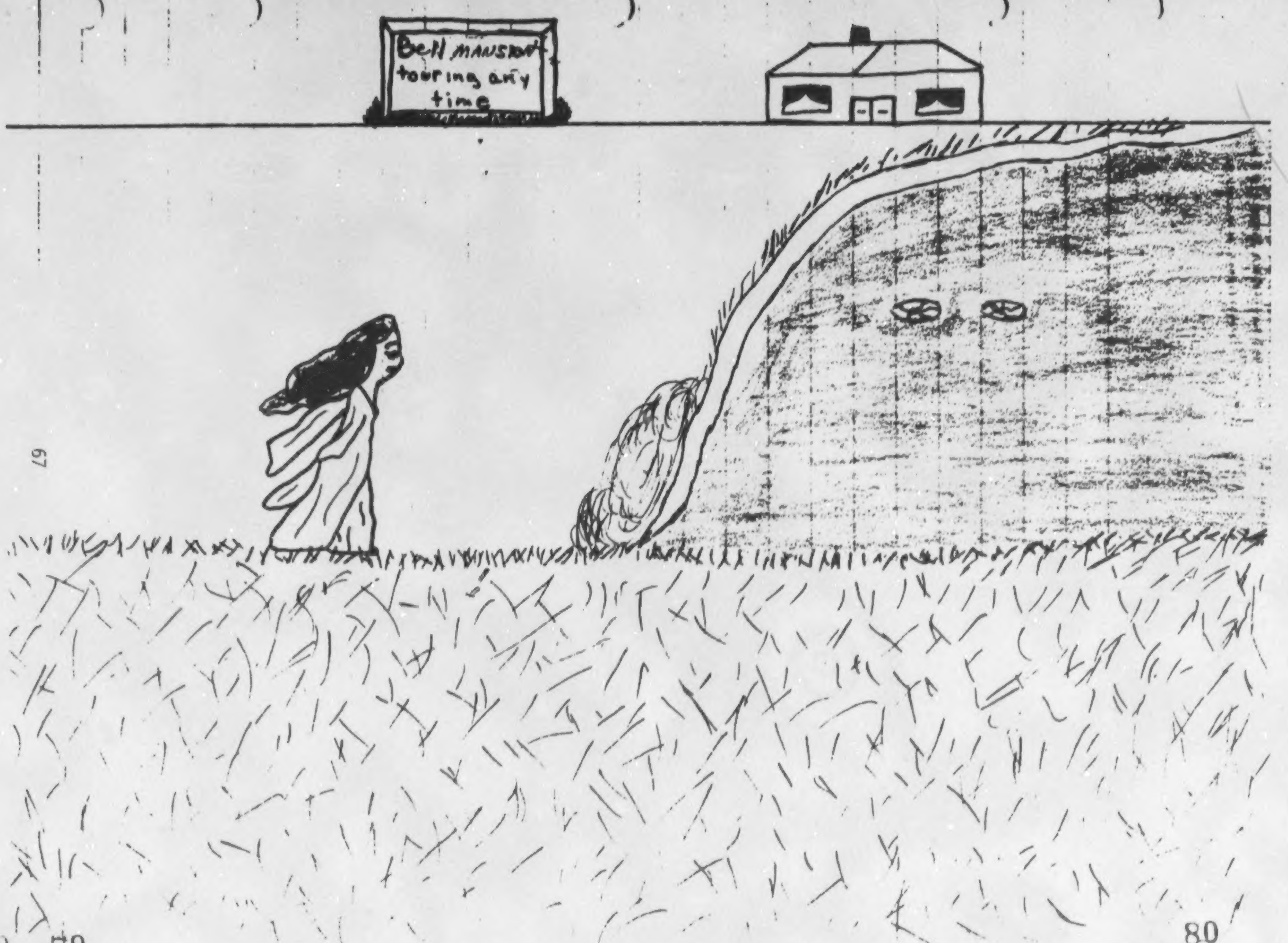
Last seen at
Spanish National
Asylum

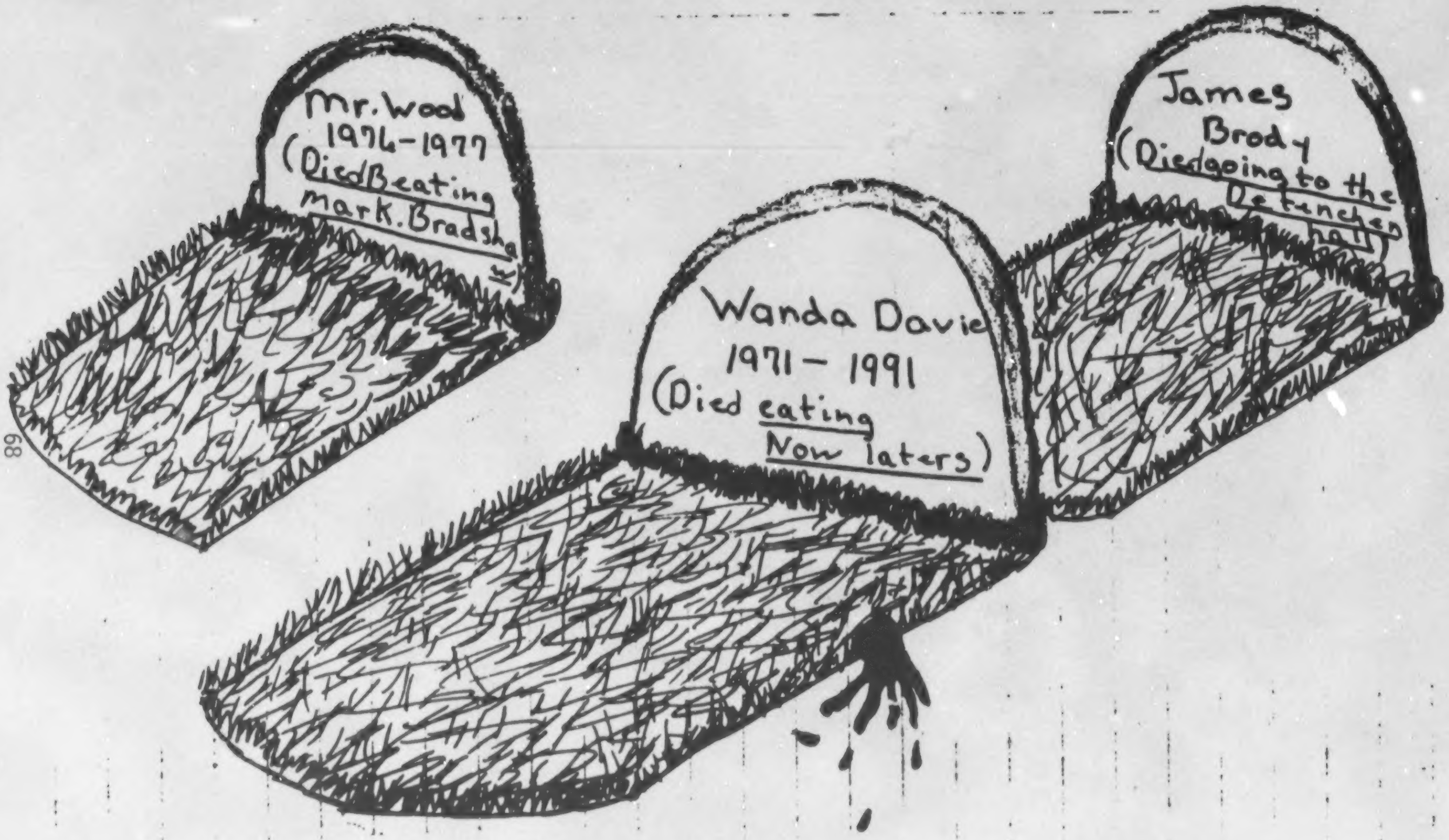
A

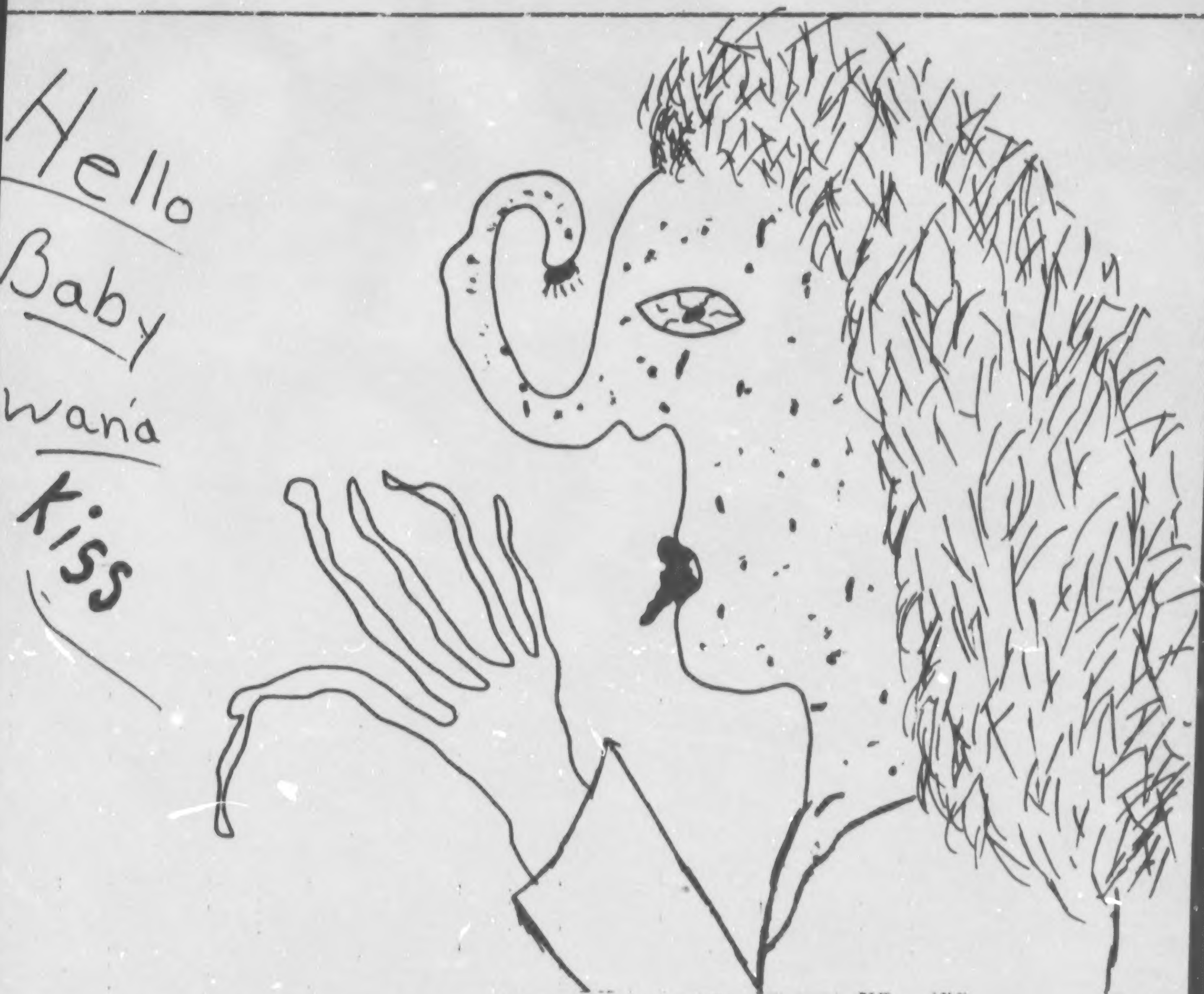
David Strickli


Herbert Herbert my Boy

By Billy Densieo


Bell MANSION
touring any
time


Mr. Wood
1976-1977
(DiedBeating
mark. Bradshaw
Wanda Davie
1971 – 1991
(Died eating
Now laters)
James
Brody
(Diedgoing to the
Detenchen
hall)


Hello
Baby
wana
Kiss

ENGLISH

UNIT TITLE:

Punctuation and Coordinating Clauses (Comma)

NEED BEING MET BY THE CYCLE:

Developing Talent Activities Directly Related to Curriculum

MURRAY STATE UNIVERSITY

HOPKINSVILLE MIDDLE SCHOOL TEACHER CORPS PROJECT

PIE CYCLE #1 MANAGEMENT TEAM: English DATE: 9/16/76

NAME: Pam Kirkman

NEED (from Assessment): Developing talent activities directly related to curriculum

REFERS TO PROJECT OBJECTIVE: 5g The teachers will be able to select and make materials that enhance the stated learning concept and objectives in daily lessons.

T.D. AREA FOR EMPHASIS: Communication through all TD areas

UNIT TITLE: Punctuation and Coordinating Clauses (Comma)

PLANNING: (What do you propose to do?)

I. Read professional materials

   A. Professional materials system
   B. Multi-talent resource center

II. Confer with other professionals

   A. Facilitator
   B. Other teachers
   C. Interns

III. Develop activities and techniques

IMPLEMENTATION (How do you propose to carry it out?)

The following will be used to implement this PIE cycle:

I. Develop and use the activities in the classroom

   A. Comma guide sheet
   B. Comma games
   C. Class discussion

II. Documentation will be through:

   A. Facilitator visits and observation conferences
   B. Lesson plans
   C. Copies of activity directions and activities

EVALUATION (What evidence do you have that it worked or didn't)

I. Results from a pretest and post test will be compared.

II. Student questionnaire

PIE CYCLE REPORT

PLANNING

I. Research

In preparation for my first PIE cycle, I researched materials offering suggestions for varied classroom activities dealing directly with the comma and talked with other teachers and interns about ideas for comma related talent development activities. I also investigated previously designed activities in the Multitalent Resource Center. As a result of my research, I found many activities which in some way related to or could easily be adapted to my comma unit. Listed below and on the next three pages are various activities which I found especially useful.

II. Bibliography

Guide to Modern English
MS 1.0 B125, Ideas for Learning Centers by Elaine Moore and Jerri Greenlee.
TD 6.0 B155, Igniting Creative Potential. Project IMPLODE published by the Bella Vista Elementary School, Salt Lake City, Utah 1971
Kid's Stuff
Multi-Talent Resource Center MSU/HMS Teacher Corps Project, 1976
Talents Unlimited. Project published by Mobile County Schools, Mobile, Alabama, 1974

III. Confer with Other Professionals

During the course of PIE Cycle 1, the following professionals were consulted: Dr. Bossing, Georgia Whitney, and Patsy Arnall.

SOURCE: Kids' Stuff

ACTIVITY: Place sentences on cards which could be punctuated in different ways. Have the class decide on different ways to punctuate the sentences, explaining also the different meanings.

TALENT AREA: Decision Making and Communication

SOURCE: Multi-talent Resource Center

ACTIVITY: Write a paragraph telling who you think is the most important person in the school and give reasons for your decision.

TALENT AREA: Decision Making and Communication

SOURCE: Multi-talent Resource Center (Patty Arnall)

ACTIVITY: Plan a perfect school day (Paragraph activity).

TALENT AREA: Planning and Communication

SOURCE: Multi-talent Resource Center

ACTIVITY: Explain crying to a visitor from outer space who is unfamiliar with the term (paragraph activity)

TALENT AREA: Communication

SOURCE: Talents Unlimited

ACTIVITY: Bring pictures to class and have students look at them and write original sentences using the series comma. The sentences should describe or name things in the pictures.

TALENT AREA: Creativity and Communication

SOURCE: Ideas for Learning Centers

No comma related activities; good ideas for future units.

SOURCE: Guide to Modern English, Book 7

Paraphrase the material on pages 395-409 and form a comma guide sheet to be handed to each student. Omit comma rules that will be taught in later units

SOURCE: Georgia Whitney

ACTIVITY: After seeing this game work with sentence patterns in Mrs. Whitney's class, I adapted the game to commas. The class will be divided into groups with each group trying to find sentences in magazines and newspapers containing commas which are on the comma guide sheet. The group finding the most sentences will be rewarded at the end of the week.

SOURCE: Igniting Creative Potential

ACTIVITY: Invent a comma game.

TALENT AREA: Planning and Creativity

SOURCE: Igniting Creative Potential

ACTIVITY: Invent something that has never been invented before (paragraph activity).

TALENT AREA: Creativity and Communication

SOURCE: Igniting Creative Potential

ACTIVITY: Create a substitute comma. Discuss its merits and limitations.

TALENT AREA: Creativity

SOURCE: Igniting Creative Potential

ACTIVITY: Pretend you are a rabbit and describe all the things that could happen to you. (Good paragraph activity)

TALENT AREA: Forecasting and Creativity and Communication

SOURCE: Igniting Creative Potential

ACTIVITY: Discuss what would happen if there were no commas. Then decide on the least and most important.

TALENT AREA: Forecasting and Decision Making

SOURCE: Igniting Creative Potential

ACTIVITY: Making a poster was suggested as a creative activity.

TALENT AREA: Planning and Creativity

IMPLEMENTATION

LESSON PLANS - Monday October 11

I. Objectives

A. Students will understand why commas are important.
B. Students will locate sentences containing commas.
C. Using the comma guide sheet, students will cross out incorrect commas in a paragraph.
D. Students may select from a guide sheet one or more activites.

II. Activities

A. Give students a copy of commas rules. Go over and explain the rules and answer any questions the students may have.
B. Discuss what would happen if there were no commas.
C. Let the class creat a substitute comma. Discuss its merits and limitations. Creativity and Evaluative Thinking. (Source: adapted from Igniting Creative Potential)
D. Explain rules for comma game which will continue all week. Students will be divided into groups. Individuals in the groups will cut out sentences from magazines and newspapers which contain commas discussed on the comma guide sheet. After being checked by the teacher, the sentences may be placed in the envelopes on the bulletin board. At the end of the week, the group finding the most sentences will be given some type of reward. Decision making and Convergent Thinking. (Source: suggested by Mrs. Georgia Whitney)
E. Discuss extra credit activities
   1. Write a book of comma rules which could be easily read by a fourth grade student. Illustrate your book and use simple examples. Your illustrations may be drawn or cut out of magazines. Creativity and Planning. (Source: Classroom Ideas for Encouraging Thinking and Fluency)
   2. Plan and make a poster on comma rules. Planning, Creativity
   3. Invent a comma game. Planning, Creativity

F. Give the students a paragraph containing comma errors. Have the students cross out incorrect commas. Decision Making. (Source: teacher made activity)

LESSON PLANS - Tuesday, October 12

I. Objectives

A. Given twenty sentences containing correctly placed commas, the student will correctly label each comma using his comma guide sheet.

B. Looking at pictures brought to class by the teacher and using the pictures of ideas, the students will write original sentences for each picture containing the series comma.

II. Activities

A. Take up the paragraph containing incorrect commas.

B. Give each student a paragraph containing commas which are correctly placed. Direct the students to label each comma using the symbols on their comma guide sheets. Divide the class into groups of four to work on this acitivity. Decision Making (Source: teacher made activity)

C. To reinforce the series comma, show the class pictures and have the students write one origianl sentence using the series comma for each picture. Instruct the class to write sentences naming or describing unusual things in the pictures. Communication and Creativity. (Source: Talents Unlimited)

LESSON PLANS - Wednesday, October 13

I. Objectives

A. The student will discuss problems in interpreting sentences when commas are left out or misplaced.

B. Given a list of suggested topics, the student will write a paragraph containing no more than two comma errors listed on the comma guide sheet. No paragraph will be accepted containing less than five sentences.

II. Activities

A. Go over yesterday's group activity orally with the clas..

B. Place sentences on cards which could be punctuated in different ways. Let the students decide which way they would punctuate the sentences, explaining different meaning of each. Decision Making, Communication, Divergent Thinking. (Source: Kid's Stuff)

C. Place a list of suggested paragraph topics on the board. Students will select a topic and srite a paragraph containing at least five sentences using at least four of the comma examples on the guide sheet. Communication

Suggested Topics:

1. You wake up one morning and discover you have turned into a rabbit. Write a paragraph describing all the things that may happen to you. You can think as you do now but you can not talk. Forecasting. (Source: Igniting Creative Potential)
2. Write a paragraph telling who you think is the most important person in the school and give reasons for your decision. Decision Making. (Source: Multi-talent Resource Center)
3. Pretend you have invented something that has not been invented before. Write a paragraph describing your invention and explaining its purpose or purposes. Creativity. (Source: Igniting Creative Potential)
4. Plan a perfect school day. Write a paragraph describing this day. Planning. (Source: Multi-talent Resource Center)
5. Explain crying to a visitor from outer space who is incapable of crying. Write a paragraph describing when and how you cry. Communication. (Source: Multi-talent Resource Center)

D. Group students for review game on Thursday.

LESSON PLANS - Thursday, October 14

I. Objective

A. Using board and rummy comma games designed by the teacher, the student will review all the comma rules on his comma guide sheet.

II. Activities

A. Take up paragraphs.
B. Have groups which were assigned yesterday move to designated areas of the classroom.
C. Hand out the games along with instructions for playing the games. Have previously assigned persons help the groups get their games organized and ready to play. These persons will also serve as monitors during the games. Decision Making and Planning. (Source: adaptation from Anchor)
D. Remind students of test Friday.

ACTIVITIES - Comma Guide Sheet

In the next few days, we are going to discuss five different uses for the comma. As you read the guidesheet, notice the letters in parentheses at the end of each comma rule. These letters are the symbols you will use when completing the worksheets. This guide sheet is to be brought with you to class everyday. Please do not lose it. There will be very little lecture or class instruction on correct comma usage; at times this reference chart will be your only teacher.

I. Commas to set off Nouns of Address (NA)

Whenever names are used in a sentence to address or to point out the person being spoken to, the name should be set off from the rest of the sentence by commas. Only one comma is used when the name comes at the beginning or at the end of the sentence. Two commas are needed when the name comes somewhere in the middle.

EXAMPLES: A. Mother, the food here is good but not as good as yours.
B. Tell us how the state of Virginia got its name, Elizabeth.
C. Try to remember, Mary, to take the garbage out.

Sometimes the person is addressed by using an expression rather than a name. Such expressions should be set off from the rest of the sentence by commas, just as a person's name would be.

EXAMPLES: A. Now just you listen to me, young man.
B. What you need, my boy, is a good spanking.
C. Just who do you think you are, Miss Priss?

II. Commmas to set off Appositives (A)

Often, after mentioning a particular person or thing in a sentence, we add a few words by way of explanation.

EXAMPLES: A. Ed Hill, the boy in the red shirt, is a mathematical genius.
B. Nick, our basset hound, howls whenever I sing.
C. Mr. Spann, our assistant principal, is filming the next ball game.

The underlined portions of these sentences are appositives. An appositive is a noun, single word, or a group of words that comes right after another noun to explain it or give more information about it. Appositives are set off from the rest of the sentence by commas.

III. Commas to set off Parenthetical Words (PW)

In writing, you sometimes detour from the main part of a sentence to say a side remark that is not really necessary to the meaning of the sentence.

EXAMPLES: A. The rent, by the way, must be paid in advance.
B. Hopkinsville Middle School, as we all know, has an outstanding football team.
C. As a matter of fact,it is probably one of the best in the state.
D. Some schools, however, would probably disagree with me.
E. Yes, CCM is probably the one that would disagree.
F. We know we are the best, after all.

As you can see from the examples, these parenthetical words do not always come in the middle of the sentence. Sometimes they come at the beginning (examples C and E). Sometimes they come at the end (example F). Wherever they come in a sentence, parenthetical words are cut off by a comma or commas.

IV. Commas to separate Items in a Series (S)

Any list or series that contains three or more items needs commas between the items. The commas help a reader to tell just how many items there are. (Clue: The number of commas is the number of items minus one).

EXAMPLES: A. The MacDonalds grow oats, peas, beans, barley, and sweet corn on their farm. (5 items, 4 commas)
B. We followed the moose tracks through the woods, across the meadow, down the hill, and into the swamp. (4 items, 3 commas)
C. Dad says that no comedy team will ever measure up to Laurel and Hardy, Abbott and Costello, or Hope and Crosby. (3 items, 2 commas)

Notice in the examples, a series does not always consist of single word items. (See B and C). Be sure to place a comma before the"and" (or whatever conjunction is used to separate the items).

V. Commas for Clearness (CC)

Often students use commas when they are unnecessary; however, there are times when a comma is needed when none of the comma rules seem to apply. Use commas to keep the meaning clear whenever words that do not belong together seem to confuse the meaning of the sentence. In other words, sometimes a comma is needed to keep the reader from misreading or becoming confused by your writing.

EXAMPLES: A. To Mary, Martin was the handsomest man alive. (The comma makes it immediately clear that two people are meant).
B. The second time he tried, skiing seemed much easier. (To keep the reader from running together the first six words: The second time he tried skiing...)
C. After the dinner, dinner meetings were abolished. (To keep the reader from stumbling over the second dinner.)
D. In our class of thirty, six speak Spanish at home. (To keep the reader from confusing thirty with thirty-six).

WORKSHEET

The commas used in the sentences below are used because of one of the five rules on the Comma Guide sheet. Decide which rule applies for each sentence; write the rule below the sentence.

1. The girls and the boys were talking about horses, cowboys, and rodeos.
2. Donald, have you ever seen a rodeo?
3. Yes, I went to Cheyenne to see "Frontier Days."
4. What were some of the events, Donald?
5. I saw roping, bulldogging, and trick riding.
6. No, but I enjoyed the calf-roping contest.
7. The last event, the bronco riding, was the most exciting.
8. A saddle, bridle, and one rein are place on a wild horse.
9. The rider, a brave man, must be well trained.
10. The wild bulls, of course, are very dangerous.
11. After the rodeo, the cowboys usually take a day's rest.
12. Rodeos, as a matter of fact, are even held in New York.
13. Now hush, my child, and you shall hear a story.
14. Just as he came in, I saw a big smile on his face.
15. Everyone who sees her, sees her as a lovely person.
16. Blacky, my cat, likes to chase bugs.
17. Try to be quiet, students, when you are working in class.
18. According to Billy, Clark donated the most money to charity.
19. Clark, my next door neighbor, really is a kind person.
20. The above sentences have included appositives, nouns of address, parenthetical words, commas for clearness, and items in a series.

WORKSHEET

Directions: Cross out the incorrect commas.

Regeneration, an animal's ability, to grow new parts, is greatest among simple animals. A starfish, for example, can grow a new arm and a lobster can replace a lost leg, or antenna. But the planaria, a simple flatworm, less than an inch long, has even more remarkable, powers of regeneration. A planaria, believe it, or not, can regenerate a whole, new body from almost any cut-off part. One biologist cut a short piece of neck from a planaria, and got a big surprise. He expected, the piece to grow in to a complete new planaria, with a head and a tail. Instead, however, it grew into a tiny monster, a short piece of neck with a head, at both ends.

Herman, did you miss any school,days this month? To tell the truth, I did, but I'm going to see the attendance movie anyway. Mrs. Doodle, my homeroom teacher, won't know the difference. I may, have to pull a few strings, butter up my teachers, run errands for Mr. Wood, or get my friends to hide me, but I'll find a way. The first time I try, sneaking in, may be scary. But I am sure, Herman, I'll go! Why are all those kids showing their right, hands? Now, just how, would you please tell me, did that man know I wasn't supposed, to get in?

COMMA RUMMY

Students will be divided into groups of four to play this card game. Each person will be dealt five cards. As soon as he has a set of three cards containing sentences with commas of the same type, the student will lay this set down on the table. He then becomes eligible to play on other team members' cards. The object of the game is to be the first person to get rid of the cards in your hand. When each person's turn arrives, the student may draw a new card from the deck, or he may choose to select a card from the discard pile. Every time a card is drawn, one must be discarded. There will be monitors at each table to help the students with the game.

COMMA BOARD GAME

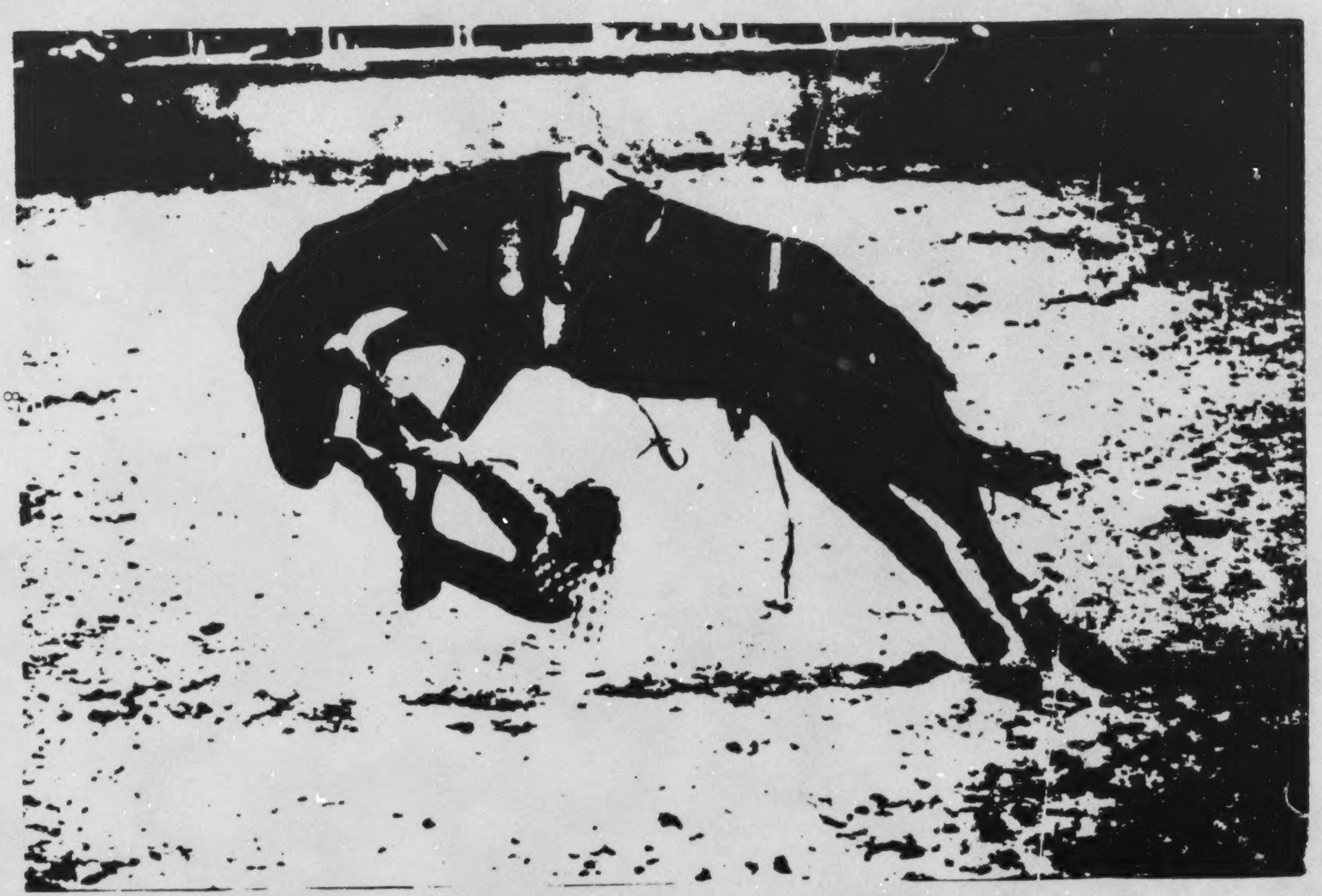
For this game, students will be divided into groups of four. There will be a spinner provided for each person to spin to see how far he may move on the board. When a student lands on a particular space, he must do what the block he lands on says. If he gives an incorrect answer, the student must go back two spaces. The first person to reach the block "Winner" wins the game. There will be monitors to help the students with the games.

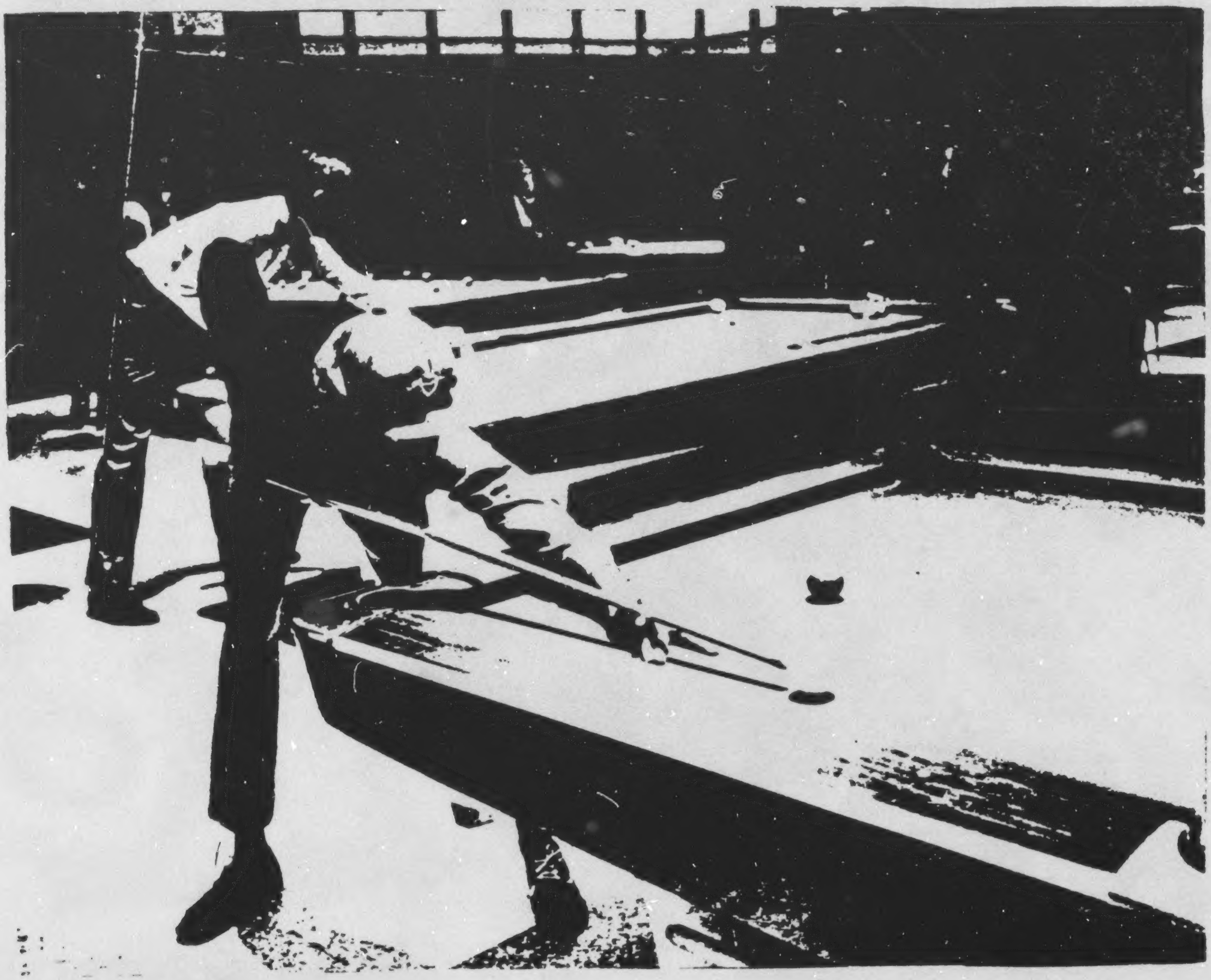
SERIES COMMA

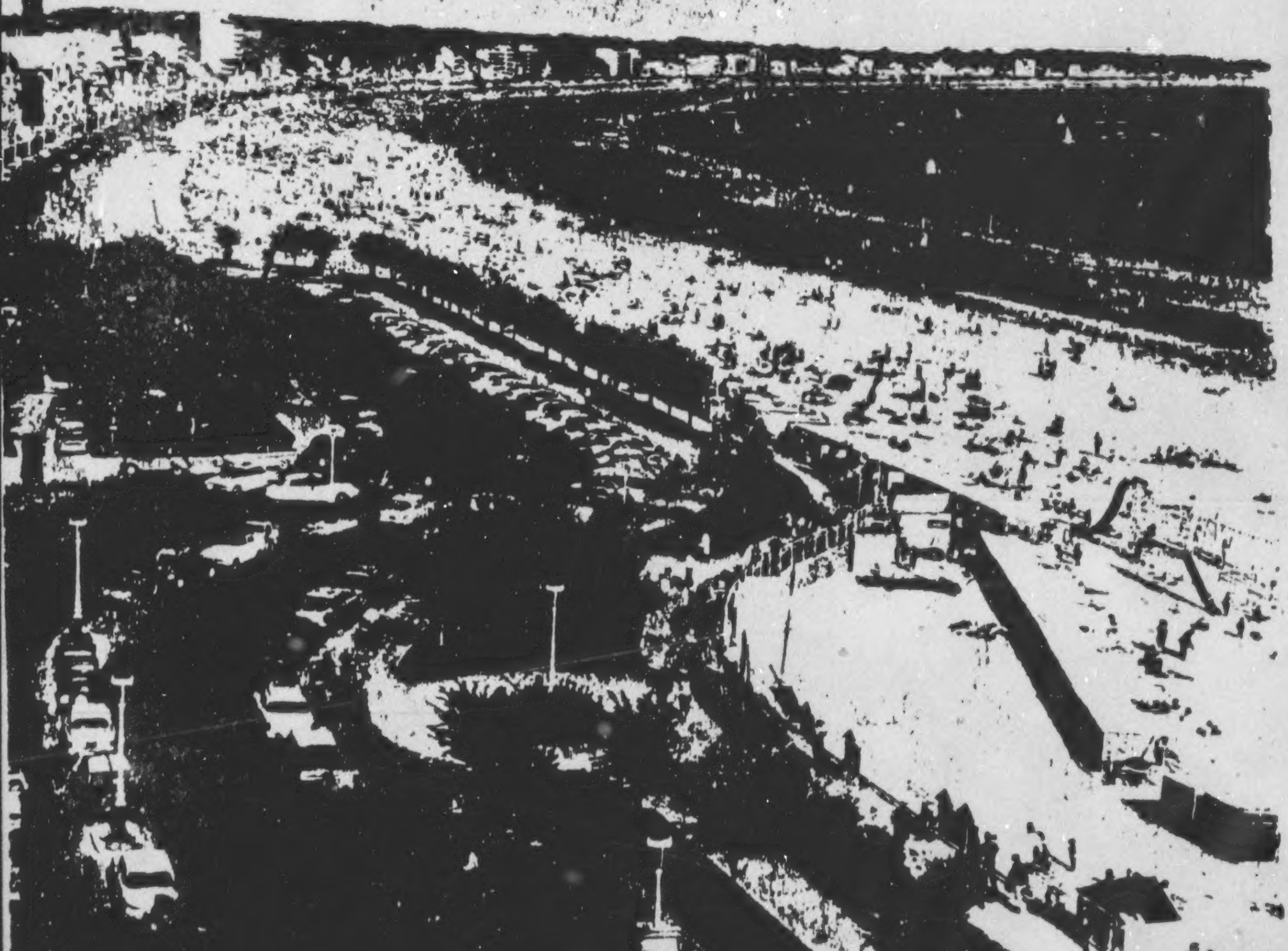
Directions: Look at the following pictures. Choose five of them and write a sentence using the series comma. You may either describe or name things in the pictures.

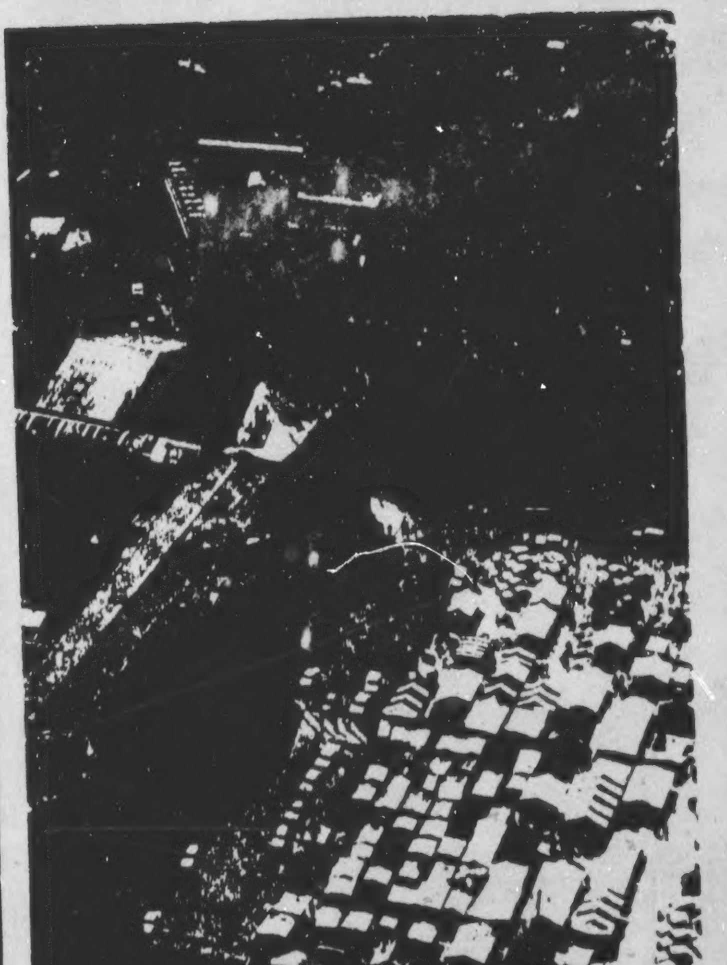
THE MANY FACES OF FRANCE. This is France, in 20 images; no photographer, could ever express to the full its countless aspects Varied though it is, however, France is far from inaccessible. The face himself, remain the sources of pleasure, astonishment, admiration, eve a whim or a need; discovering, in turn, the wild, the brilliant, the tende but a fraction of it all... Come back to the Paris that one constantl all France, the condensed, image of the whole, that one may discove truly knows it.

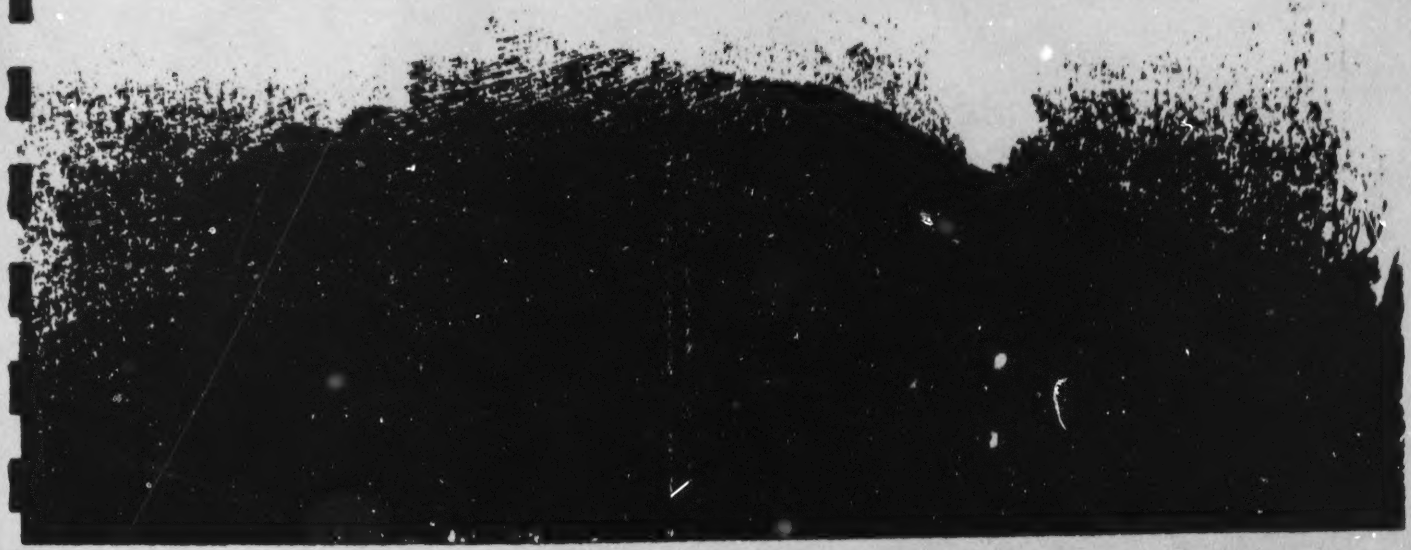
CARS
3











FRANCE

EVALUATION

In order to evaluate this unit, I will have a control group and an experimental group. The control group will be first period. They will be taught by the book and will have none of the enrichment activities used in the experimental group. This group will be given the same pretest and post test as the experimental group. At the end of the unit I will compare the gain made on the post test over the pretest for each group.

The experimental group will be fourth period. I selected this class because they are most similar in ability to first period. This group will not use a textbook at all. They will be given a comma guide sheet to help them in working activities. There will be very little, if any, teacher instruction. This group will also be given an opinion questionnaire on the enrichment activities and the general approach of the unit.

PRETEST - COMMA USAGE

Directions: In the following sentences, place commas where they are needed. Above each comma place one of the following symbols which will explain why a comma is needed.

(NA)	Noun of Direct Address
(A)	Appositive
(PW)	Parenthetical Words
(S)	Items in a Series
(CC)	Commas for Clearness

1. A properly trained riding horse will not rear bolt bite or kick at other horses.

2. Only one U.S. President James Buchanan was a bachelor.

3. But I'm no expert at cooking Catherine.

4. Clinton's prize a Timex watch was just what he needed.

5. Their house by the way still hasn't been sold.

6. Mother took the new neighbors a jug of tomato soup a chicken casserole a jello salad a pan of hot rolls and an apple pie.

7. The next day Tom worked with me and Greg worked with Phil and Ken.

8. She brought her usual lunch a slice of salami and a carrot stick.

9. Beside John Henry looked like a pygmy.

10. Don't begin Harold until I give the signal.

11. Elaine dashed to the window slammed it down and hurried back to bed.

12. A few of the people I understand lost their heads.

13. Sue Ellen John Paul Mary Jo and Phillip are the four best spellers.

14. The other tools the hoe and the rake were even rustier.

15. After that call Aunt Thelma and give her Dad's message.

TEST - COMMA USAGE

Directions: In the following sentences, place commas where they are needed. Above each comma place one of the following symbols.

(NA) Noun of Direct Address
(A) Appositive
(PW) Parenthetical Words
(S) Items in a series
(CC) Commas for Clearness

1. After eating my father takes a nap.
2. Tom Mary Eve and Ray won prizes.
3. Call me tonight Jane if you can.
4. Christian County Schools as far as I know will be dismissed on election day.
5. Mr. Smith the music teacher told the band members to stop missing notes.
6. Janet's absence is excusable I am certain.
7. My favorite fodds are pizza tacos steak and french fries.
8. While painting my sister broke a window.
9. Mr. Wood would you please do something to keep Herbie quiet.
10. Chicago my favorite rock group was at Bowling Green this week.
11. For exercise you should go bike riding swimming skating or bowling.
12. Do you have to assign so much homework Miss Anderson.
13. The truth is however that you would not turn in just a little homework.
14. When eating your hands should be clean.
15. Charley's Angels a new television series is especially interesting to me.

STUDENT QUESTIONNAIRE - COMMA UNIT

To help us evaluate this unit, answer the questions below.

YES	SOMEWHAT	NO	
			1. Did you enjoy the four-day comma unit?
			2. Do you prefer this type unit to one where the teacher instructs you?
			3. Do you prefer the handout exercises to doing textbook exercises?
			4. Did the games help you when reviewing the rules for the test?
			5. Do you feel you really know the five comma rules we studied?

What was your general opinion of the board games and card games?

RESULTS FROM THE STUDENT QUESTIONNAIRE

To help us evaluate this unit, answer the questions below.

YES	SOMEWHAT	NO	
13	7	3	1. Did you enjoy the four-day comma unit?
12	3	6	2. Do you prefer this type unit to one where the teacher instructs you?
18	4	2	3. Do you prefer the handout exercises to doing textbook exercises?
16	5	2	4. Did the games help you when reviewing the rules for the test?
8	5	10	5. Do you feel you really know the five comma rules we studied?

What was your general opinion of the board games and card games?

> Practically all of the students enjoyed the comma games. Some expressed disappointment that they did not have an opportunity to play both games. There were not any students that expressed any dislike of the games; however, there were two students who did not comment on the games at all.

FIRST PERIOD RESULTS

	Name	Pretest	Post Test	Gain
1.	Allison, Randy	0	47	47 pts.
2.	Davis, Clarice	45	65	20 pts.
3.	Earthman, Randy	54	59	5 pts.
4.	Giles, Ronald	22	39	17 pts.
5.	Grace, Lisa	70	99	29 pts.
6.	Holliman, Curtis	52	77	25 pts.
7.	Houchens, Brenda	68	77	9 pts.
8.	Hyatt, Billie	49	77	28 pts.
9.	Johnson, Victoria	79	87	8 pts.
10.	Knight, Thelma	36	62	26 pts.
11.	Kursave, Robert	42	65	23 pts.
12.	Leavell, Marcia	0	55	55 pts.
13.	Northington, Karen	61	65	4 pts.
14.	Pennington, Yolanda	39	45	6 pts.
15.	Russell, Toni	55	97	42 pts.
16.	Swords, Brian	75	81	6 pts.
17.	Taylor, Jimmy	46	87	41 pts.
18.	Walker, Gail	60	69	9 pts.
19.	Ware, Stanley	40	65	25 pts.
20.	White, Phillip	28	45	17 pts.
21.	Wilford, Patricia	42	45	3 pts.
22.	Wilkins, Tommy	49	75	26 pts.
23.	Williamson, Jennifer	67	77	10 pts.
	Averages	47	68	21 pts.

FOURTH PERIOD RESULTS

	Name	Pretest	Post Test	Gain
1.	Anderson, Jeff	57	91	34 pts.
2.	Bellamy, Renee	37	55	18 pts.
3.	Bolin, Paul	66	69	3 pts.
4.	Boyd, Sharon	43	77	34 pts.
5.	Butler, Suzette	46	63	17 pts.
6.	Croney, Sammie	37	47	10 pts.
7.	Cruite, Arvin	51	69	18 pts.
8.	DiMarco, Dave	37	57	20 pts.
9.	Fallis, Joan	61	83	22 pts.
10.	Gravely, Armetta	45	69	24 pts.
11.	Hart, Eddie	46	67	21 pts.
12.	Holder, Lee	43	49	6 pts.
13.	Massie, Debbie	52	89	37 pts.
14.	Quintero, Yvonne	61	73	12 pts.
15.	Reigel, Art	51	75	24 pts.
16.	Reynolds, Lori	63	79	16 pts.
17.	Sanders, Melvin	31	61	30 pts.
18.	Smitherman, LaMont	43	77	34 pts.
19.	Stone, Wilford	61	75	14 pts.
20.	Strohl, Charles	25	31	6 pts.
21.	Tucker, DeMarcus	40	71	31 pts.
22.	Wills, Sylvester	52	65	13 pts.
23.	Wilson, James	28	39	11 pts.
	Averages	**47**	**67**	**20 pts.**

EVALUATION

The average pretest score for both first and fourth period classes was 47. The amount of gain for first period was 21 points, and the amount of gain for fourth period was 20 points. As the pretest scores indicated, the classes were closely matched on ability level. After tabulating the pretest and post test scores, I found that the different approaches implemented in the classes made very little difference in learning and using comma rules.

Even though there was no difference in academic scores, I strongly felt that fourth period students were more enthusiastic about what they were doing and more willing to get started on and complete the talent activities. First period students did not show any dislike for the lecture/exercise approach, but it took a little more prodding to get them to work on assigned exercises. They never got excited about what they were doing.

On the other hand, the fourth period class enjoyed the comma unit. Some of the students continued to ask to play the comma games long after the comma unit was completed. Each day as they walked into the room, they asked what they were going to do on that day. Their curiosity was encouraging, and I was quite pleased with their eagerness to get started each day.

My biggest disappointment was that neither class progressed to the level I felt it should have. I attribute much of this to the fact that the students were not given enough time to grasp and practice the comma rules. I will eventually come back to and review this unit.

RECOMMENDATIONS

1. In later units I want to center on one or two talent development areas rather than all of them. It takes too much time to do all of them, and it is really difficult to get a large enough sampling to interpret which students are proficient in particular talent development areas.

2. I want to develop and use more games in the classroom. The competition really encourages students to learn in order to win. Practically all students participate actively and eagerly in games. Games require little prodding for participation.

3. I want to continue using guide sheets with examples for the students to refer to for help. I found that students will use these more readily than a book.

4. I do not want to completely ignore the students' textbook. Many students feel more secure using a book. Textbook exercises are also expecially good for practical experience through homework assignments.

5. I want to allow more group work. Students who often refuse to work on assignments will sometimes work harder when they are part of a group. Even when they do not participate actively, they learn more listening to other students then they do when sitting in their seats doing nothing.

6. I want to encourage an atmosphere where students will feel free to help one another. I saw more of this during the comma unit and was quite impressed.

SOCIAL STUDIES

UNIT TITLE:

Learning To Read Graphs

NEED BEING MET BY THE CYCLE:

Developing Talent Activities Directly Related to Curriculum

PIE CYCLE #1 COMMUNICATION PLANNING TEAM: Social Studies DATE: 4-19-76

NAMES: George W. Wallace
Ann Hougland

NEED (from Assessment): Developing Talent Activities Directly Related to Curriculum

REFERS TO PROJECT OBJECTIVE: 3g, 5g

T.D. AREA FOR EMPHASIS: Communication and Planning

PLANNING (What do you propose to do?)

I. Develop activities and techniques

  A. Class discussion
  B. Teacher made materials
  C. Questioning

IMPLEMENTATION (How do you propose to carry it out?)

The following will be used to implement this PIE Cycle:

I. Develop and use the following activities and techniques

  A. Class discussion

  Brainstorming was chosen because it promotes verbal and written communication among class members. It also creates a classroom environment which encourages the shyer student to speak.

  B. Teacher made materials

    1. Lamenated handouts
    2. Picture graphs

  C. Questioning

    1. Questioning for knowledge
    2. Questioning for understanding

II. Documentation will be through

  A. Lesson plans
  B. Copies of activity directions and activities

EVALUATION (What evidence do you have that it worked or didn't?)

I. Student success

II. Teacher evaluation

PIE CYCLE REPORT

PLANNING

Develop Activities and Techniques

During the various planning periods, materials were made, teaching strategies developed; the talent areas of communication and planning were decided upon and the best methods for evaluating the success or failure of this PIE Cycle were determined.

IMPLEMENTATION

Instructional Activity I

I. Objective

Reading and interpreting a picture graph

II. Talent area

Verbal, written and tested communication

III. PIE Cycle materials

Chalkboard, textbook and laminated handouts

IV. Strategies

Questioning for knowledge, questioning for understanding, and brainstorming

V. Description of activity

A. Students will be given a handout containing a picture graph with the following instructions.

1. Look at the picture graph carefully, noting the information
2. During the following discussion the teacher will be asking questions about the picture graph. Try to see how many you can answer.

B. The teacher will direct discussion through

1. Questions about the graph
2. Questions that compare the North and the South. After two or three verbal answers, students will be asked to write two lists, one telling how the North and South were alike, the other telling how they were different. After six minutes, the teacher will ask for volunteers to read their statements

aloud. Then, students will be given three minutes to add to their lists.

3. The following terms will be put on the chalkboard: mining, industry, agriculture, social, political, and economic. Students will then be asked to give definitions of these terms. Following this, the students will be asked to think of other words that are associated with these terms.

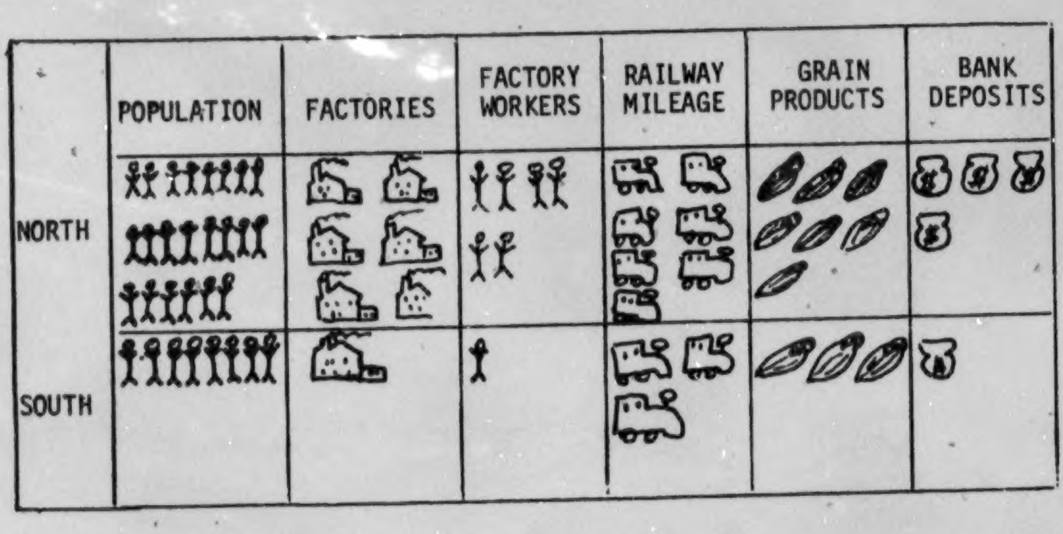
C. Students will then interpret a picture graph by answering ten multiple choice questions. When answering questions 9 and 10, they must justify their answers.

D. All written work will then be handed in to the teacher.

SKILLS DEVELOPMENT

Introduction: The ability to read and interpret picture graphs is an important skill. To help you develop this skill, a picture graph comparing the North and the South at the time of the Civil War is shown below.

Skills in Interpreting a Picture Graph: Study the picture below, and then answer questions 1 through 10.



___ 1. A comparison of the population of the North and the South shows that the population of the North was (a) more than twice as large (b) less than twice as large (c) the same.

___ 2. One can tell from the picture graph that the (a) South had a better chance of winning the war than did the North (b) railroads in the North were old and not in very good condition (c) the North had more industry than did the South.

___ 3. According to the picture graph, bank deposits in the South, in comparison to those in the North, were about (a) one-eighth as large (b) one-fourth as large (c) the same.

___ 4. After studying the picture graph, one could assume that the railroads in the North were likely to be (a) less developed than those in the South (b) about equal in railway mileage to the South (c) more highly developed and longer than those in the South.

___ 5. Although the North had more people working in factories, it could still raise a large or larger army than the South because (a) the North had a larger population (b) more children were being born in the North (c) the North had larger bank deposits.

___ 6. In comparison with South, the North had a larger population and about (a) six times as many factory workers (b) five times as many factory workers (c) four times as many factory workers.

___ 7. Using the information contained in the picture graph one can assume that the North (a) raised more grain products than did the South (b) had a larger army in 1861 than did the South (c) could not win a long war.

___ 8. It is possible to assume that in the event of a long war the (a) North would be the first to weaken (b) South would be better able to replace its casualities because of its larger population (c) South would probably have to trade with someone to get manufactured goods it needed.

___ 9. According to the picture graph it would appear that most of the workers in the South were working in (a) industry (b) agriculture (c) mining.

___10. The information in the picture graph is most useful in comparing the North's and the South's (a) social structure (b) political system (c) economic situation.

Instructional Activity II

I. Objective

Constructing bar graphs

II. Talent area

Written communication

III. PIE Cycle material

Overhead projector, grease pencils and textbook.

IV. Strategy

Questioning for application and questioning for understanding

V. Description of activity

Using the overhead projector, the teacher will show how a bar graph is constructed. Students will be called on to furnish information for this sample bar graph.

Following this, the teacher will ask the students to construct two bar graphs: one showing the population of the North and the South at the outbreak of the Civil War, and the other, the number of dead and wounded on both sides at the end of the war.

Instructional Activity III

I. Objective

Reading and completing a line graph

II. Talent area

Verbal and written communication

III. PIE Cycle material

Overhead projector, grease pencils and worksheet

IV. Strategy

Questioning for application and questioning for understanding

V. Description of activity

Using the overhead projector, the teacher will explain how a line graph is different from the picture graph and the bar graph. Throughout this discussion, students will be questioned to see if they understand what is being said and if they can apply that knowledge.

Students will then be given grease pencils and laminated sheets with which they are to complete a line graph. After completing this activity, students will be asked to answer five multiple-choice questions.

SKILLS APPLICATION

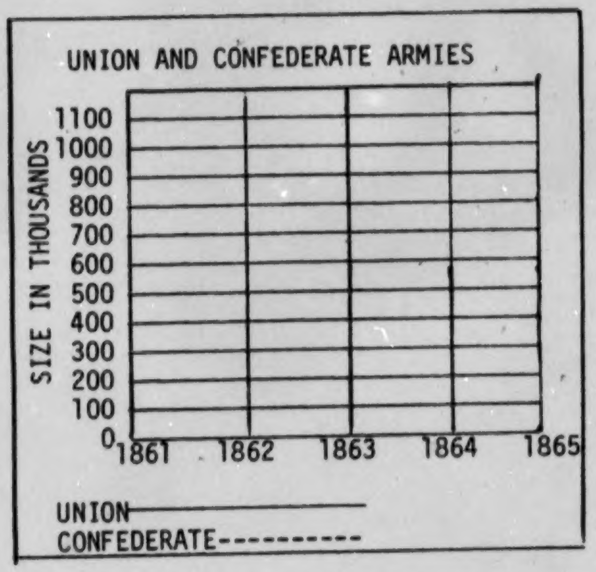
Introduction: An important social science skill is the ability to read and interpret tables and graphs. The following material is designed to help you learn how to transfer statistical data from a table to a graph.

Graphing Statistical Data: Study the statistical table below. At the right of the table, a partially completed line graph is presented. You are to use the material in the table to complete the line graph. First, indicate the correct number of troops on the graph above the year for that figure. Then, connect the marks with the type of line shown in the key. After you have completed the graph, answer the questions below.

SIZE OF THE UNION AND CONFEDERATE ARMIES

YEAR	CONFEDERATE*	UNION
1861	112,040	166,845
1862	401,395	637,264
1863	446,922	918,354
1864	481,180	970,905
1865	445,203	1,000,032

*Estimated



___ 1. During what one-year period of time did both the Union and Confederate armies grow most rapidly? (a) 1861-1862 (b) 1862-1863 (c) 1863-1864.

___ 2. In which year did the Union army reach its greatest strength? (a) 1863 (b) 1864 (c) 1865.

___ 3. In which year did the Confederate army reach its greatest strength? (a) 1863 (b) 1864)c) 1865.

___ 4. By the end of the Civil War, how did the Union army compare in size with that of the Confederate army?(a) Was less than twice as large (b) it was more than twice as large (c) It was about the same size.

___ 5. In the face of the constant loss of man because of wounds and illness, how did the size of the Confederate army change from 1863 through 1865? (a) It steadily decreased in size (b) It steadily increased in size (c) It first increased and then declined in size.

Instructional Activity IV

I. Objective

Construction and evaluating a line, bar or picture graph

II. Talent area

Planning and written and oral communication

III. PIE Cycle material

IV. Strategy

Questioning for understanding and questioning for application

V. Description of activity

The students will be asked to name items in the room that could be placed on a graph. Following this each student will be asked to plan and construct a line, bar, or picture graph comparing two different things within the classroom.

After completing their graph, each student will be asked to write at least three questions that could be answered by using the graph. They are then to give the graph and questions to a friend to read and interpret. If the friend is able to answer the questions, the graph and questions will be accepted. If the questions cannot be answered, the graph or questions must be reworked.

EVALUATION

During the course of this PIE Cycle, students were evaluated by the following criteria:

1. Whether the graphs were completed or not
2. The accuracy of the information shown on the graph
3. Neatness
4. Student participation
5. The ability of the student to successfully answer questions found on their worksheets

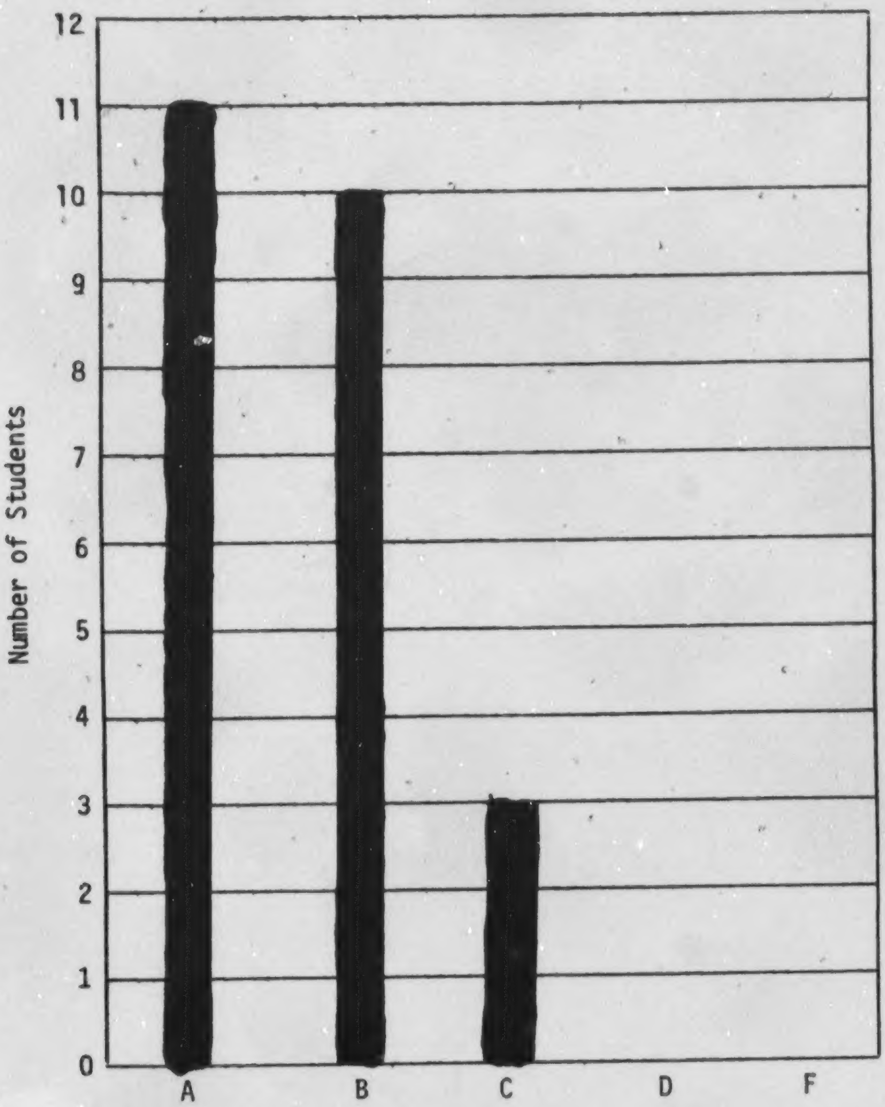
The checklist and graph on the following pages shows that the students responded well to the unit. Grades were high. Most students earned either an A or B. Equally important, students seemed to enjoy this PIE Cycle. Many of them commented that they enjoyed doing something different.

CHECKLIST

EIGHTH LEVEL I

Students	Written Response to Activity I	Tested Communication Activity I	Completion of Activity II	Tested Communication Activity II	Completion of Activity III	Created Communication Activity IV	Verbal Communication in Class	Total Points Earned on PIE Cycle	Grade Earned on PIE Cycle
Askew, Debbie	9	21	16	10	10	18	10	94	B
Ballard, George	5	18	16	8	9	15	10	81	C
Bolin, Beth	8	22	16	10	9	19	10	94	B
Crowder, David	10	23	16	10	10	20	10	99	A
Gibbs, Delores	6	17	16	10	7	13	10	79	C
Halloway, Rosalind	8	20	16	8	9	20	10	91	B
Hancock, David	9	22	16	10	10	19	10	96	A
Hunt, Steve	9	19	16	10	10	18	10	92	B
Isom, Hanna	10	24	16	10	10	20	10	100	A
Keel, Regina	10	23	16	10	10	20	10	99	A
Love, Monica	10	22	16	9	10	20	10	97	A
Major, David	10	21	16	10	10	18	10	95	A
McCord, David	9	21	16	10	9	18	10	93	B
McCormick, George	7	20	16	8	10	17	10	88	B
McGilliuary, Lora	10	23	16	10	9	20	10	98	A
Moss, John	10	24	16	9	10	20	10	99	A
Peterson, Karen	10	24	16	8	9	19	10	96	A
Rittenberry, Lynn	9	21	16	10	9	18	10	92	B
Sargent, Phyllis	10	24	16	9	10	20	10	98	A
Sturgess, Billy	9	20	16	10	10	19	10	93	B
Wagoner, Connie	6	18	14	8	7	14	10	77	C
Welleford, Diane	9	22	16	9	9	18	10	91	B
West, Theresa	9	23	16	9	10	20	10	96	A
Wheeler, Kay	9	21	16	9	7	20	10	92	B
Possible Points	10	24	16	10	10	20	10	100	

GRADES EARNED BY STUDENTS



Journal of Teaching Activities

Tuesday, April 6, 1976 (Activity I)

The teacher introduced the PIE Cycle activities and purpose. The students were told how they would be evaluated.

The students responded well to the day's activities. Most said they enjoyed it.

Wednesday, April 7 (Activity II)

The class continued PIE Cycle I by constructing two bar graphs. By relating the statistics of the bar graph to something the students know well, such as different class sizes, the students seemed to grasp ideas more readily.

The teacher found that using an overhead projector was tiring but beneficial.

Thursday, April 8 (Activities III and IV)

After receiving instructions, the students completed the handout line graph. This they did with little trouble.

Creating their own graph took more time but students seemed to enjoy this activity most of all.

RECOMMENDATIONS

1. The team believes that the students would have benefited even more from these activities if they had been carried out at the beginning of the school year.
2. So that this important skill will not be lost, follow-up activities should be included in following units.

READING IMPROVEMENT

UNIT TITLE:

Getting Ahead

NEED BEING MET BY THE CYCLE:

Helping Students Improve Academically

MURRAY STATE UNIVERSITY

HOPKINSVILLE MIDDLE SCHOOL TEACHER CORPS PROJECT

PIE CYCLE #3 MANAGEMENT FORM TEAM: Reading Improvement DATE: 1-4-77

NAME: Charlene Arvin, Nina Shrum, and
M. Y. VonLanken

NEED (from Assessment): Helping Students Improve Academically

REFERS TO PROJECT OBJECTIVE: 5g, 5f, 5b, 1b

T.D. AREA FOR EMPHASIS: All Areas

UNIT TITLE: Getting Ahead

PLANNING (What do you propose to do?)

I. Read professional material on study skills

A. Professional materials system
B. HMS professional reference shelf
C. Make a list of HMS materials available
D. Preview available film and filmstrips

II. Confer with other professionals

A. Facilitator
B. Supervisor
C. Team leader
D. Principal
E. Other teachers

III. Observe social studies and science classrooms

IV. Develop activities and techniques

IMPLEMENTATION (How do you propose to carry it out?)

The following will be used to implement this PIE Cycle:

I. Individualize through the use of learning centers

II. Issue folders containing maze master and management system

III. Documentation will be through

A. Facilitator observation and conference
B. Photographs
C. Copy of activities

D. Copy of maze master form
E. Copy of lesson plans
F. Copy of certificates

EVALUATION (What evidence do you have that it worked or didn't?)

I. As a result of the study skills activities 55% of the students will complete at least three of the centers.

II. Personal observation and written evaluation

III. Evidence provided by social studies observation date sheet.

PIE CYCLE REPORT

PLANNING

I. Research-Bibliography

T.D. 7.0 P 1, A Notetaking System for Learning by Robert Palmatier

This article explains a complicated system of advanced note taking for use in the content areas. This is definitely not applicable to our PIE Cycle.

T.D. 7.0 P 3, Study Skills! That's the Answer! by Walter Pauk

An informative study skills article for college students that can be adapted for use with above average students. Considerable emphasis is given to speed reading and its inability to improve learning of basic facts. Suggestions are given for becoming an independent self learner.

This article is not applicable to our needs at this time.

T.D. 7.0 P 2, Don't Tell Them To Do It...Show Them How by Lillian R. Putnam

One of the most useful study skills for the secondary student is the ability to read a chapter or section of a textbook and be able to express the main ideas in concise statements or in outline form. This ability is considered essential for learning content area materials. The following procedure has been effective in teaching how to express main ideas.

Select a section of 5 or 6 paragraphs from either a social studies or science textbook. After the students have read it, present them with three statements and ask them to choose the one which best expresses the main idea. One of these statements should have nothing to do with the text, one that contains minor details of the text and one that expresses the main idea.

The difficulty of the selection should be gradually increased. For example, completely eliminate the irrelevant choice. In its place put a statement that contains minor details. The other two choices could them deal with the main idea, one choice expressing the main idea poorly, the other expressing the main idea well.

After completing this exercise successfully several times, the student should be asked to compose his own main idea for a given selection. Then the length of the selection should be increased until several main ideas are needed.

A similar procedure can be used to teach students how to make good study outlines. Present the student with a selection and a partial outline containing the main idea. Then have the students write two or three supporting ideas under each main idea.

After this can be completed successfully, reverse the procedure. Provide the details and ask him to supply main ideas.

The final step would be for the student to make the entire outline. An interim step might be to provide a skeletal outline indicating the number of main ideas and the number of details required.

Some commercial materials supply workbook pages with partial structures; the process is most effective when done with the students' textbook because it then has direct application.

II. Read Professional Material on Study Skills

A. In the Professional Materials Systems nothing applicable was found.

B. In the HMS professional reference shelf nothing applicable was found.

C. List of materials available at HMS

1. The compiled list of CTBS scores available in the guidance office indicated a need for improvement in study skills.

2. The team compiled a list of AV material on study skills.

D. All films and filmstrips were previewed.

1. The film, "Improving Your Study Skills" was approved for use in our unit. The deadline date required the film to be returned before the unit was taught.

2. The following filmstrips were chosen for this unit, "Using a Textbook," "How to Keep from Running Out of Time," "How to Become a Good Listener."

III. Confer with Other Professionals

A. October 5, 1976, Arvin met with Schroeder fifth period and discussed the topic of study skills as a possible PIE Cycle.

October 5, 1976, Schroeder met with group and continued the planning phase of this Study Skills PIE Cycle.

October 7, 1976, Arvin researched CTBS Study Skills scores.

October 12, 1976, the group decided it would be best to use this as PIE Cycle 3. A unit on Following Directions would be used as PIE Cycle 2. The planning phase of both PIE Cycles would be going on simultaneously.

November 23, 1976, the team previewed filmstrips and tapes from a kit entitled "How to Improve Your Reading Skills and Habits." Tape and filmstrip D, "Understanding What You Read," will be used as an activity in one of the learning centers.

December 8, 1976, the team visited social studies class.

December 9, 1976, the team conferred with Schroeder concerning reading students need for improved study skills. Schroeder conferred with the team on the organization of the unit.

January 4, 1977, the team completed the management form for PIE Cycle 3.

January 18, 1977, the team continued developing activities. Facilitator approved management form.

January 19, 1977, the team continued working.

January 27, 1977, VonLanken observed student progress in social studies.

B. Our supervisor was enthusiastic about the plans for the reading and social studies teams integrated efforts.

C. Team leader was contacted concerning photographs of the PIE Cycle.

D. Principal signed the Certificate of Success Awards.

E. Gene Pniewski and Dennie Burchett were consulted concerning a needs assessment for social studies students. This provided insights into the needs of our students.

F. December 14, 1976, VonLanken conferred with Baggett.

IV. On December 10, 1976, the team visited third period social studies classrooms. A conference was held following the observation.

AV MATERIALS AT HMS

Film Strips

524	Study Headquarters (1)
525	Setting Down to Work (2)
526	Using a Textbook (3)
527	Taking Notes in Class (4)
528	Giving a Book Report (5)
529	Writing a Research Paper (6)
530	Reviewing (7)
545	What Does a Test Tell?
547	Make Words Say What You Mean
562	Skills That Pay Off
584	How Did You Do In Your Exams?
586	Making the Most of a School Day
125	Putting Your Aptitudes to Work
414	Why Study?
415	Preparing to Study
1174	How Do You Feel About School?
1186	How To Listen More Effectively
1187	How To Listen More Effectively
Re 191	Extending Comprehension Through Listening
Re 193	How To Listen More Effectively

Tapes

T 24	Study Plan
T 25	Proper Study Place
T 26	Studying Textbooks
T 27	Your Memory and You
T 29	Listen and Learn
T 30	Exam Time
T 31	Write Your Way To Good Grades
K 134	Improving Your Reading Skills and Habits

BOOKLETS AVAILABLE AT HMS

Programed Study Technique (How To Study Workbook) by Thomas F. Staton, Ph.D.

A Scriptographic Study Unit published by Channing L. Bete Co., Inc.

How To Study by Anne C. Tracey

How To Improve Your Reading by A. F. Diederich, Ed.P.

Study Your Way Through School by C. d'A. Gerken

Learning About Test by Joseph C. Heston

Getting Along In School by Bernice L. Neugartem

How To Study by Laurence Biener

How To Study by Ralph C. Preston and Morton Botel

Building Independent Learning Skills by Beth S. Atwood

How To Study by James J. O'Donnell

Improving Study and Homework Behaviors by Steven M. Zifferblatt

Creating Your Future by Education Achievement Corporation

How To Study Better and Get Higher Marks by Eugene H. Ehrlich

Study Successfully by Norris Ely Orchard

How To Study by Ralph C. Preston

New Ways To Study and Learn by Benjamin Fine

Make Your Study Hours Count by C. Gerken

How To Be A Better Student by J. Wayne Wrightstone

READING IMPROVEMENT TEAM

INSTRUCTIONAL UNIT
PLANNING FORM III

NAME: Charlene Arvin
Nina Joyce Shrum
M. Y. VonLanken

TOPIC: Helping Students Improve Academically

UNIT TITLE: Getting Ahead

UNIT OVERVIEW:

Students will progress through a maze of study skill activities that will enable them to complete their social studies contracts.

DURATION: Two Weeks

STUDENT OUTCOMES:

Students will practice responsibility within the school setting.

Students will cooperate and help other students in planned activities.

Students will demonstrate their ability to follow instructions.

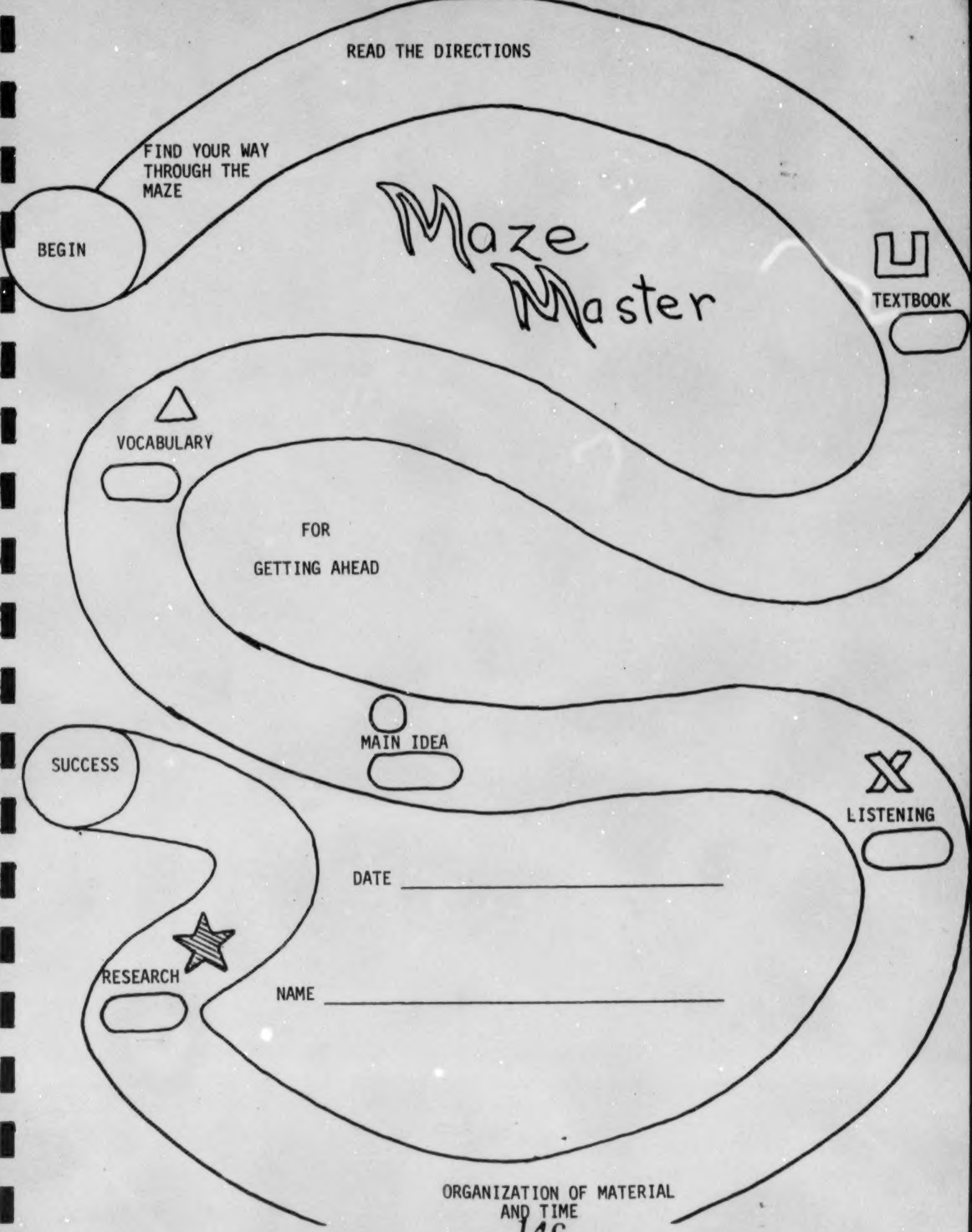
Students will learn how to evaluate their own performance in the classroom.

INSTRUCTIONAL OBJECTIVE:

As a result of the study skills activities, 55% of the students will complete at least three of the centers.

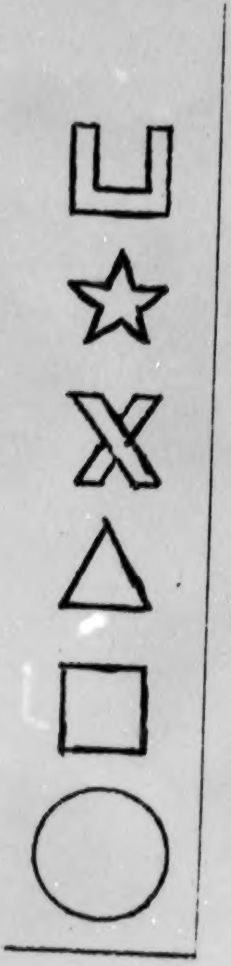
DAYS ACTIVITIES:

A set of nineteen activities included in six different interest centers will constitute the activities for this unit. Each individual student will move from center to center by means of a management system.


READ THE DIRECTIONS
FIND YOUR WAY THROUGH THE MAZE
BEGIN
Maze Master
TEXTBOOK
VOCABULARY
FOR
GETTING AHEAD
MAIN IDEA
SUCCESS
LISTENING
RESEARCH
ORGANIZATION OF MATERIAL AND TIME

DATE ______________________________

NAME ____



IMPLEMENTATION

I. Directions

- A. Be seated
- B. Listen for oral directions
- C. Look at the first symbol on the front of your handout
- D. Go to the center that matches your first symbol
- E. Read all directions before beginning the activity
- F. Do the activity
- G. Students will turn paper into team leaders and go on to the next center
- H. Students must make a passing grade in the centers

II. Awards

- A. The Gold Award is a high level certificate and requires completion of six centers.
- B. The Blue Award is the second level certificate and requires completion of four centers.
- C. The Red Award is the normal level certificate and requires completion of one to three centers.

STUDENTS SELF EVALUATION CHECK LIST

Respond to each of the following questions by placing a check in the correct box.

	ALWAYS	USUALLY	SOMETIMES	NEVER
1. I enjoy going to school.				
2. I get along well with my teachers.				
3. I get along well with other boys and girls.				
4. I am satisfied with the grades I am making.				
5. My school work is interesting.				
6. I do my schoolwork and still have time for fun.				
7. I write down assignments so that I know exactly what I'm expected to do.				
8. I have a definite time and place to study.				
9. I know how to keep my mind on my work.				
10. I get my assignments in on time.				
11. I read rapidly.				
12. I know how to find information quickly.				
13. I have a good vocabulary.				
14. I ask the teacher for help when I don't understand something in the lesson.				
15. I take part in class discussions.				
16. I bring paper and pencil to class.				
17. I seldom study for more than 35-45 minutes at a time without a break.				
18. I pay attention in class.				
19. I plan each day's work so I know what I have to do.				
20. I try to make schoolwork a routine part of living.				

CENTER TEXTBOOK QUESTIONS

CHAPTER 14

SLAVERY IN KENTUCKY

Test Your Memory - Section A. Match each name with its identification.

____ 1. Cassius M. Clay
____ 2. William Lloyd Garrison
____ 3. James G. Birney
____ 4. John F. Crowe
____ 5. Calvin Fairbank
____ 6. Ann Webster
____ 7. Henry Clay

a. Abolitionist school teacher
b. Was responsible for the compromise of 1850
c. Editor of The Liberator
d. Editor of the Abolition Intelligencer
e. Was tried for assisting runaway slaves in Lexington
f. Editor of the True American
g. Founder of Kentucky anti-slavery society

Test Your Memory - Section B. Match each name with its identification.

____ 1. Emancipationists
____ 2. Abolitionists
____ 3. Liberia
____ 4. Whitehall
____ 5. Underground Railroad
____ 6. True American
____ 7. The Liberator
____ 8. Pro-slavery

a. Ancestral home of Cassius M. Clay
b. Route along which slaves were passed to freedom in Canada
c. People who advocated the gradual freeing of slaves
d. In favor of slavery
e. Newspaper published by William Lloyd Garrison
f. People who wished slaves freed quickly
g. Lexington newspaper published by Cassius M. Clay
h. A colony in Africa for freed slaves

CENTER TEXTBOOK QUESTIONS

CHAPTER 16

THE WAR BUGLES BLOW

1. What was the major cause of the Civil War?

2. What were the differences between the two sections of the United States?

3. Did slavery originate in the United States?

4. What states had slaves in 1796?

5. Why did the northern farmers turn to industrialization?

6. Why was the South an inviting slave market?

7. Besides the abolition of slavery, what other acts of the government threatened southern economics?

8. What great debate attracted the attention of the nation in 1858?

9. What were Lincoln's beliefs?

10. Which four slave states did not secede?

CENTER TEXTBOOK QUESTIONS

CHAPTER 17

A SON IN BLUE, A SON IN GRAY

1. What three important issues divided the United States at the beginning of the Civil War?

2. What was the most practical route to the South for the offensive army?

3. What heritage did Kentucky have in 1861?

4. How did Governor Magoffin answer President Lincoln's call for four regiments from Kentucky?

5. What position did Jefferson Davis hold in the Federal Government before 1861?

6. Who led the first Northern troops into Kentucky?

7. How did President Lincoln interpret neutrality?

8. How did John Hunt Morgan and his cavalrymen confuse the Northern army?

9. What proclamation did President Lincoln issue which was to become effective in 100 days?

10. When did Kentucky abolish slavery?

CENTER TEXTBOOK QUESTION - 2

CHAPTER 17

Test Your Memory - Section A. Match each name with its identification.

____ 1. Jefferson Davis

____ 2. Beriah Magoffin

____ 3. Leonidas Polk

____ 4. Felix Zollicoffer

____ 5. Hodgenville

____ 6. John Hunt Morgan

____ 7. Simon Bolivar Buckner

____ 8. Don Carlos Buell

____ 9. Shiloh

____ 10. Ulysses S. Grant

____ 11. Fairview

____ 12. Albert Sidney Johnston

a. Former Episcopal Bishop of Louisiana

b. Scene of fierce battle

c. Established his troops at Cumberland Gap

d. Birthplace of Abraham Lincoln

e. Governor of Kentucky

f. Northern General

g. President of the Confederate States

h. Birthplace of Jefferson Davis

i. A General who came home to fight

j. Captain of the Lexington Rifles

k. Northern Brigadier General

l. A Southern General

MAKING INFERENCES AND DRAWING CONCLUSIONS

Write an answer to each of the following questions.

1. Kentucky was in a critical location during the Civil War. What were the effects of this?

2. When the "new" Kentucky government was formed and seceded from the Union, it lasted a very short time. Why?

3. What might have resulted if the entire state had joined the "new" government?

CENTER TEXTBOOK QUESTIONS

CHAPTER 18

WITH MALICE TOWARD NONE

Section A. Match Each Name With Its Identification

____ 1. George McClellan

____ 2. John Wilkes Booth

____ 3. Quantrill

____ 4. Ku Klux Klan

____ 5. Scalawag

____ 6. Andrew Johnson

____ 7. James Brothers

____ 8. General Nathan B. Forrest

____ 9. Carpetbaggers

____ 10. Nathan Shaler

a. A Southern Republican during the Reconstruction

b. Professor of geology at Harvard

c. Northern adventurers who took advantage of the unsettled conditions in the South

d. Vice-president

e. Gang leaders

f. An assassin

g. A secret society formed in the South after the war

h. Head of the Klan

i. A notorious gang leader

j. Opponent of Lincoln in presidential race of 1864

Section B. Do You Remember?

Write an answer to each of the following questions:

1. Why did Federal military officers interfere in the civil affairs of Kentucky?

2. What effect did this military rule have on Kentuckians?

3. What was the economic situation in the North?

   In the South?

4. What sentiment did President Jefferson Davis express concerning President Lincoln's death?

5. What was the Freedmen's Bureau?

6. What were the conditions of the Thirteenth, Fourteenth, and Fifteenth Admendments to the Constitution of the United States?

7. What brought on The Panic of 1873?

CENTER - VOCABULARY

CHAPTER 16

THE WAR BUGLES BLOW

DIRECTIONS:

Turn to page 222 in your textbook. Locate Section B. Then match each term with its definition.

Look over the terms in column 1. If they are familiar to you, write out the meaning in your own words in the space provided. If you don't know the terms, complete the following exercise.

1. Divide the words into syllables.
2. Look in the book on the page beside the word for the sentence containing the word. Copy the sentence in the space provided.
3. Try to write the meaning in your own words.
4. Look it up in the dictionary. Compare the meaning with choices on page 222.

Page 215

literate (lit-er-ate)

Page 216

urbanize

culture

economic

Page 217

tariff

Page 218

prejudice

exploit

incumbent

debate

Page 220

doctrine

allegiance

secession

Page 221

paramount

chaos

Test Your Memory - Section B. Match Each Term With Its Definition.

____ 1. Annul
____ 2. Literate
____ 3. Urbanized
____ 4. Culture
____ 5. Economic
____ 6. Abolitionists
____ 7. Prejudice
____ 8. Exploit
____ 9. Incumbent
____ 10. Tariff
____ 11. Doctrine
____ 12. Allegiance
____ 13. Paramount
____ 14. Chaos
____ 15. Secession
____ 16. Debate

a. To use meanly for one's own gain
b. Utter confusion and disorder
c. One who holds an office
d. Chief in importance
e. Theory, belief, or principle
f. Faithfulness
g. Opposed to slavery in the United States
h. To declare ineffective
i. Able to read and write
j. Pertaining to the development and management of the wealth of a community
k. A traditional way of life of a race of people
l. A tax on imported goods
m. Characteristic of a city
n. Unreasonable dislike
o. Argument
p. Formal withdrawal from an organization

△

CENTER - VOCABULARY

CHAPTER 17

A SON IN BLUE, A SON IN GRAY

DIRECTIONS:

Turn to page 236 in your textbook. Locate Section B. Then, match each term with its definition.

Look over the terms in column 1. If they are familiar to you, write out the meaning in your own words in the space provided. If you don't know the terms, complete the following exercise.

1. Divide the word into syllables.
2. Look in the book on the page beside the word for the sentence containing the word. Copy the sentence.
3. Try to write the meaning in your own words.
4. Look it up in the dictionary. Compare the meaning with the choices on page 236.

Page 225

occupy (occupied)

privation

Page 227

neutrality

hostile

tact

proclamation

Page 230

feint

Page 231 or 232

reinforcements

Page 235

forays

rebellion

proclamation

Test Your Memory - Section B. Match Each Term With Its Definition

____	1.	Neutrality	a.	Skill in avoiding what would offend
____	2.	Hostile	b.	To take and hold possession of
____	3.	Tact	c.	Not taking the part of either in a dispute
____	4.	Reinforcements	d.	A fresh body of troops
____	5.	Feint	e.	A public authoritative announcement
____	6.	Occupy	f.	Unfriendly
____	7.	Forays	g.	Organized resistance to a government
____	8.	Rebellion	h.	Making a deceptive movement
____	9.	Proclamation	i.	Expeditions or raids
____	10.	Privation	j.	Lack of common comforts of life

○

CENTER - MAIN IDEA - WORK SHEET 1

CHAPTER 14

SLAVERY IN KENTUCKY

Purpose of the Chapter

Kentucky, a border state, was the scene of many conflicts. Every man had to come to terms with his own conscience about the question of slavery. Henry Clay did it one way, and Cassius Clay chose another.

Points to Keep in Mind

1. Differing viewpoints about slavery
2. The story of Cassius Clay
3. Other abolitionists

Instructions

Watch the filmstrip entitled "Using a Textbook." Listen to the tape for Chapter 14, "Slavery in Kentucky." Read along in your social studies book, pages 179 through 184. Turn off the cassette player. Choose the main idea by drawing a circle around the letter of the best answer.

Slavery in Early Kentucky

A. There were no slaves in Kentucky.
B. In 1840 slaves made up 1/3 of Kentucky population.
C. There were only a few slaves in Kentucky.

A. Slaves were useful but needed to be cared for by their owners.
B. Slaves were not of much use to owners.
C. Slaves were not bought in Kentucky.

Opposition to Slavery in Kentucky

A. Many churches were against slavery.
B. No one was against slavery in Kentucky.
C. Slave-holding planters kept slaves in Kentucky.

Henry Clay and Slavery

A. Henry Clay believed in slavery.
B. In his will his slaves were to be sent back to Africa.
C. Henry Clay never owned any slaves.

Cassius M. Clay

A. Cassius Clay was the publisher of True American.
B. Cassius Clay spoke out against slavery in speeches as well as in his newspaper.
C. Cassius Clay died fighting for slavery.

Other Abolitionists

A. No one was against slavery.
B. Many people disliked the newspapers but were against slavery.
C. John Crowe and James Birney published newspapers against slavery.

Calvin Fairbanks and Ann Webster

A. Fairbanks and Webster took part in the Underground Railroad movement.
B. Calvin Fairbanks owned many slaves.
C. Ann Webster was sent to prison for owning slaves.

CENTER - MAIN IDEA - WORK SHEET 2

CHAPTER 16

THE WAR BUGLES BLOW

Instructions

Watch the filmstrip entitled "Using a Textbook." Listen to the tape for Chapter 16, "Slavery in America." Read along in your social studies book, pages 215 through 221. Turn off the cassett player.

SLAVERY IN AMERICA

Choose the Main Idea by Drawing a Circle Around the Best Answer.

Slaves in Every State

A. Slaves were most needed in the North.
B. Slaves were most needed in the South.
C. Slaves were not needed in America.

The Differences Increase

A. Southerners needed slaves to work for them.
B. The North wanted to abolish slavery.
C. No one wanted to have slaves.

WAR COMES CLOSER

High Tariff and States Rights Causes of War

A. Produce own goods without slaves in North.
B. High Tariff and slave labor in the South.
C. Everyone happy with everything.

Lincoln and Douglas Debates

A. Douglas won the senate seat.
B. Lincoln lost the senate seat but became better known.
C. Neither Douglas nor Lincoln won the senate seat.

Critical Election of 1860

A. Lincoln lost the election but still against slavery.
B. People feared that Lincoln would free all the slaves.
C. Everyone believed everything would be alright.

South Carolina Secedes and Confederate Constitution

A. South Carolina only state that left the Union.
B. Seven southern states left the Union in 1860.
C. Eleven southern states left the Union and wrote the Confederate Constitution.

WAR COMES

Border States

A. Four border slave states including Kentucky joined the Confederacy.
B. All the slave holding states joined the Confederacy.
C. Four border states including Kentucky did not join the Confederacy.

Purpose of the President

A. President Lincoln wanted to save the Union.
B. President Lincoln was able to make everyone believe him.
C. President Lincoln was able to make only a few believe him.

Morgan and His Cavalrymen

A. Morgan was successful in stopping Northern troops.
B. Morgan's men confused and slowed down Northern troops.
C. Morgan's men lived off the land.

Second and Last Invasion of Kentucky

A. Confederate troops intended to capture Louisville and Cincinnati.
B. Worst battle fought at Perryville.
C. Confederate troops fought at Perryville then withdrew into Tennessee.

Emancipation Proclamation

A. President Lincoln freed the slaves in the Confederacy.
B. Delaware and Kentucky slaves freed in December, 1865, by 13th Amendment.
C. All slave owners were paid for their slaves.

CENTER - MAIN IDEA - WORKSHEET 4

CHAPTER 18

WITH MALICE TOWARD NONE

Purpose of the Chapter

This chapter presents the results of the Civil War, Lincoln's assassination, and the problems of reconstruction.

Points to Keep in Mind

1. Kentucky's reasons for voting for McClellan
2. Comparison of the economic conditions in the North and the South
3. President Lincoln's point of view regarding reconstruction
4. Lincoln's assassination
5. Reason for the forming of the Regulators or the Ku Klux Klan
6. Kentucky's stand on the Thirteenth, Fourteenth, and Fifteenth Amendments
7. The mineral resources of the state

Instructions

Watch the filmstrip entitled "Using a Textbook." Listen to the tape for Chapter 18, "With Malice Toward None." Read along in your social studies book, pages 239 through 246. Turn off the cassette player.

Choose the main idea by drawing a circle around the letter of the best answer.

Election in 1864

A. Lincoln wanted Union without slavery.
B. McClellan favored Union with slavery.
C. Lincoln won the election but lost in Kentucky.

The War's End

A. The North prospered due to Civil War.
B. The Southerners suffered many losses.
C. People in Kentucky suffered in many ways from the war.

Lincoln's Assassination

A. John Wilkes Booth shot Lincoln.
B. Lincoln died on the morning of April 15, 1865.
C. Many Southerners knew that Lincoln could have helped solve their problems.

Problems in Peace

A. Ku Klux Klan formed to help control law breakers after the war.
B. Criminals posed as Ku Klux Klan members.
C. Ku Klux Klan was disbanded in 1869.

Military Rule Embitters Kentuckians

A. Army caused innocent people to be punished.
B. Kentuckians were mistreated by Union army men who controlled Kentucky after the war ended.
C. Kentucky was controlled by Northern army officers.

HOW TO BECOME A GOOD LISTENER

To Check on Your Listening Habits, Finish the Following Statements By Marking the Right Box.

I think that listening:	AGREE	DISAGREE	NOT SURE
1. is sometimes hard when parents are speaking.	☐	☐	☐
2. is sometimes hard when teachers are speaking.	☐	☐	☐
3. is sometimes hard when friends are speaking.	☐	☐	☐
4. takes place more outside of school than in school.	☐	☐	☐
5. doesn't always happen when I hear something.	☐	☐	☐
6. is a skill that is taught in school.	☐	☐	☐
7. should call for more than hearing words.	☐	☐	☐
8. calls for judging what people say.	☐	☐	☐
9. is sometimes hard when I think ahead to what I'm going to say.	☐	☐	☐
10. is hard if I don't know about the subject.	☐	☐	☐
11. often requires giving attention to the needs and desires of others instead of my own.	☐	☐	☐
12. is sometimes slowed by the amount of talking I do.	☐	☐	☐
13. is sometimes hard when I don't agree with what the speaker is saying.	☐	☐	☐
14. is a habit I use to make people like me.	☐	☐	☐
15. gives me a chance to weigh what the speaker is saying.	☐	☐	☐
16. allows me to bring my facts and ideas together with those of the speaker.	☐	☐	☐

	AGREE	DISAGREE	NOT SURE
17. is a habit that I use to try to understand more about the person talking than just the words he speaks.	☐	☐	☐
18. sometimes takes true understanding on my part when I don't like the person who is speaking.	☐	☐	☐
19. sometimes gives me the chance to ask meaningful questions of the speaker.	☐	☐	☐
20. is a habit I have worked to develop.	☐	☐	☐

HOW TO KEEP FROM RUNNING OUT OF TIME

Ways of measuring time, such as clocks and calendars, are all man-made, but they measure only the passing of time. The only true time is now. Tomorrow, or the future, can never come because tomorrow will be now when we reach it. There is no real past--only memory. Now is the only time that matters.

You can't borrow time; you can't bank it; you can't even work hard and earn more time. All you can do is spend it, and how you spend it is the difference between success and failure.

How do you spend your time? Do you:	YES	NO	NOT SURE
1. put first things first?	☐	☐	☐
2. make notes instead of using your memory when working on a problem?	☐	☐	☐
3. make excuses for not finishing a task?	☐	☐	☐
4. remove things from your work area that would interrupt you?	☐	☐	☐
5. let worry or fear slow you down or stop you altogether?	☐	☐	☐
6. try to keep down interruptions when you are busy with a job?	☐	☐	☐
7. put things off?	☐	☐	☐
8. say no to other activities when you have a job to do?	☐	☐	☐
9. let feeling bad about what you didn't do yesterday slow you down today?	☐	☐	☐
10. listen carefully to get all the facts before using your time to solve a problem?	☐	☐	☐
11. worry so much about the details that you miss the big ideas?	☐	☐	☐
12. have plans for tomorrow?	☐	☐	☐
13. give yourself too much time to finish a job?	☐	☐	☐
14. live for today?	☐	☐	☐
15. make a habit of being on time for dates, meetings, meals, and work?	☐	☐	☐

	YES	NO	NOT SURE
16. know when to stop one thing and begin another?	☐	☐	☐
17. use your time in such a way that you always have time to do the things you want to do?	☐	☐	☐
18. worry about things you cannot change?	☐	☐	☐
19. spend your time wisely?	☐	☐	☐
20. give yourself enough time to get where you are going?	☐	☐	☐
21. spend your time foolishly?	☐	☐	☐

SELF-DESCRIPTION INVENTORY

DIRECTIONS FOR ACTIVITY A: Answer the statements below by placing an (X) in the box that tells about you. If the statement does not tell about you at all, check Box 1. If the statement is a good description of you, check Box 7. The boxes numbered 2 through 6 let you tell where you fit between the high and low points.

DIRECTIONS FOR ACTIVITY B: Go over each answer you made in Activity A. Next, see if you are pleased with each answer. If you are pleased, put a plus (+) sign for that answer in the box in the last column. If you are not pleased with your answer, if you wish you could have given another answer, put a minus (-) sign in the box.

	ACTIVITY A							ACTIVITY B
		Fits Poorly 1	2	3	4	5	6	Fits Well 7	+ OR -
1.	I often waste my time.	☐	☐	☐	☐	☐	☐	☐	☐
2.	I know how I spend my time.	☐	☐	☐	☐	☐	☐	☐	☐
3.	My time is valuable.	☐	☐	☐	☐	☐	☐	☐	☐
4.	I value other people's time.	☐	☐	☐	☐	☐	☐	☐	☐
5.	I plan time for study, work, sleep, and play.	☐	☐	☐	☐	☐	☐	☐	☐
6.	I talk at least an hour a day on the phone.	☐	☐	☐	☐	☐	☐	☐	☐
7.	I never have enough time.	☐	☐	☐	☐	☐	☐	☐	☐
8.	I always start on time.	☐	☐	☐	☐	☐	☐	☐	☐
9.	I am often late.	☐	☐	☐	☐	☐	☐	☐	☐
10.	Work, courses, and home duties take too much of my time.	☐	☐	☐	☐	☐	☐	☐	☐
11.	I use all my mental power.	☐	☐	☐	☐	☐	☐	☐	☐
12.	I think of myself as being smart.	☐	☐	☐	☐	☐	☐	☐	☐
13.	I want to learn something each day.	☐	☐	☐	☐	☐	☐	☐	☐

	ACTIVITY A								ACTIVITY B
		Fits Poorly 1	2	3	4	5	6	Fits Well 7	+ OR -
14.	I keep my career in mind as I work through this course.	☐	☐	☐	☐	☐	☐	☐	☐
15.	I can learn to learn better.	☐	☐	☐	☐	☐	☐	☐	☐
16.	The way others think of me affects my desire to learn.	☐	☐	☐	☐	☐	☐	☐	☐
17.	Other people think of me as being smart.	☐	☐	☐	☐	☐	☐	☐	☐
18.	What others think I can do affects what I do.	☐	☐	☐	☐	☐	☐	☐	☐
19.	I often make up my mind too soon.	☐	☐	☐	☐	☐	☐	☐	☐
20.	I have an "I can" attitude when I'm asked to do something hard.	☐	☐	☐	☐	☐	☐	☐	☐
21.	I am not afraid to take a chance.	☐	☐	☐	☐	☐	☐	☐	☐
22.	I don't trust people who are different from me.	☐	☐	☐	☐	☐	☐	☐	☐
23.	I sometimes mix up what I want to be true with what is really true.	☐	☐	☐	☐	☐	☐	☐	☐
24.	I don't like people who question what I say or do.	☐	☐	☐	☐	☐	☐	☐	☐
25.	I like myself.	☐	☐	☐	☐	☐	☐	☐	☐
26.	I control the way I think and act.	☐	☐	☐	☐	☐	☐	☐	☐

CENTER - RESEARCH

CLASSIFICATION AND ARRANGEMENT OF BOOKS IN THE LIBRARY

The most universally used system of classifying books and arranging them upon the library shelves was planned by Melvil Dewey. His system is called the Dewey Decimal System of Classification.

The ten large classes with their numbers are as follows:

000 to 099--General Works: encyclopedias, periodicals, newspapers, etc.
100 to 199--Philosophy: esthetics, psychology, logic, ethics, etc.
200 to 299--Religion: Bible, theology, church, etc.
300 to 399--Social Sciences: sociology, economics, law, education, etc.
400 to 499--Language: dictionaries, grammars, readers, etc., in all languages.
500 to 599--Pure Science: mathematics, astronomy, physics, chemistry, etc.
600 to 699--Technology: engineering, home economics, business, etc.
700 to 799--The Arts: sculpture, drawing, painting, music, etc.
800 to 899--Literature: poems, plays, and essays in all languages.
900 to 999--History: geography, travel, histories of all countries and all ages.
Biography: lives of individuals are arranged alphabetically by the name of the person written about.
Fiction: grouped on the shelves separately and arranged alphabetically by the authors' surnames.

The Dewey Decimal Classification number for any book that is non-fiction can be found by looking in the card catalog.

Following is an example of the way in which one of these major classes is subdivided into ten groups.

700--Fine Arts
710--Landscape gardening
720--Architecture
730--Sculpture
740--Drawing
750--Painting
760--Engraving
770--Photography
780--Music
790--Recreation

CENTER - RESEARCH

GENERAL CLASSIFICATION

EXERCISE I

Indicate below the general classification numbers for each subject:

1. Fine Arts 700 to 799
2. Science ______
3. General Works ______
4. History ______
5. Religion ______
6. Language ______
7. Useful Arts ______
8. Individual Biography ______
9. Psychology ______
10. Government ______
11. Literature ______
12. Sociology ______
13. Philosophy ______
14. Mythology ______
15. Economics ______
16. Mathematics ______

EXERCISE II

Assign general class numbers to each of the following books:

______ 1. The Life of John Marshall by Beveridge
______ 2. More Fun with Spanish by Cooper
______ 3. The World Book Encyclopedia
______ 4. Autobiography of Benjamin Franklin
______ 5. The Fine Art of Photography by Anderson
______ 6. The Book of Dating by Scott
______ 7. The Story of Music by Henderson
______ 8. Science in Today's World by Ames
______ 9. Religions Around the World by Wolcott
______ 10. Nonsense Books (Humor) by Lear
______ 11. Homemaking for Teenagers by McDermott
______ 12. Let's Draw Animals by Davidow
______ 13. Party Games by Rudolph
______ 14. History of the American People by Gordy
______ 15. How to Write a Report by Brandt
______ 16. Holiday Craft and Fun by Leeming
______ 17. Current Biography
______ 18. Webster's New International Dictionary
______ 19. State Government in the United States by Holcomb
______ 20. Fix Your Plymouth by Toboldt

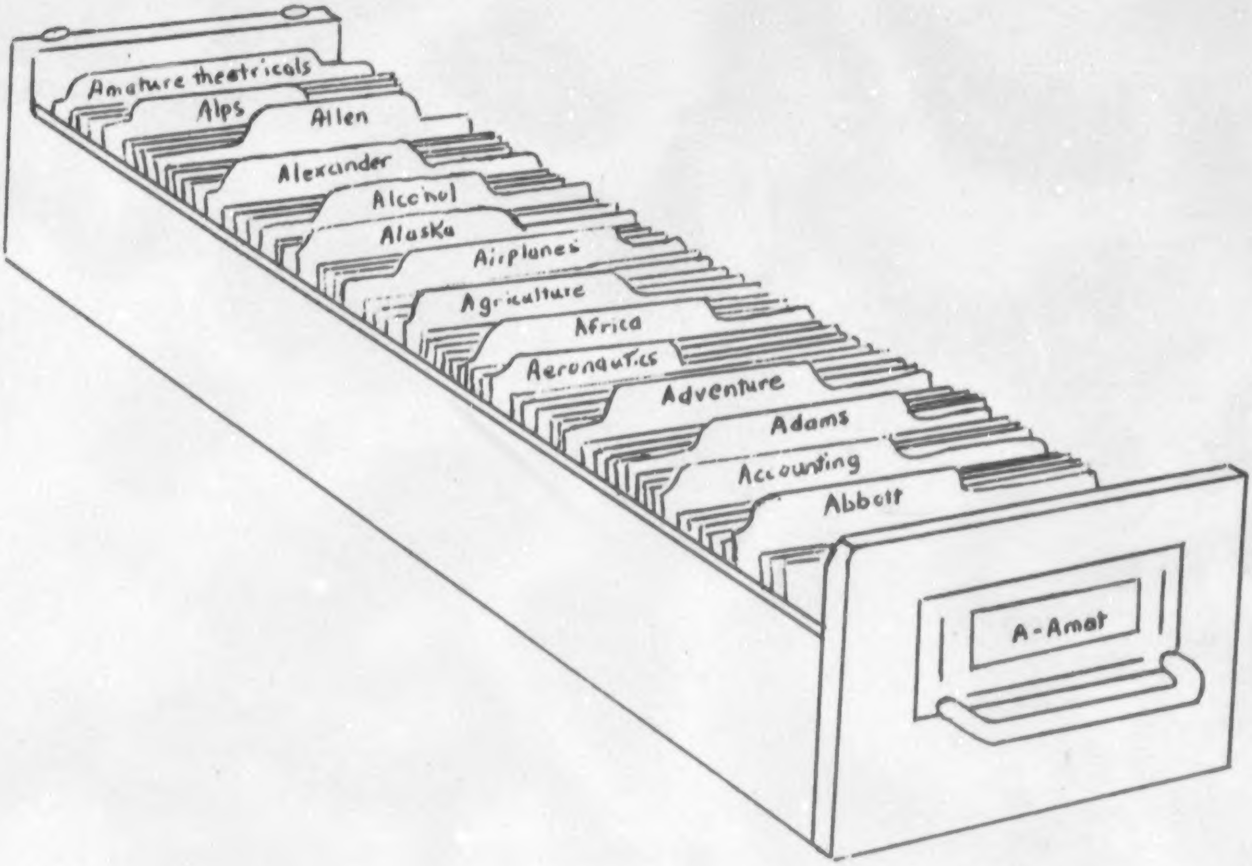
CENTER - RESEARCH

THE CARD CATALOG

The purpose of this unit is to teach you how to use the card catalog and how to locate books on the shelves.

The card catalog, a cabinet of trays, is an alphabetical index to all the books in the library. Cards are used for listing books because they can be added as new books arrive or withdrawn as books are lost.

Each tray is labeled on the outside to indicate the part of the alphabet which it contains. For example, you might find that the first drawer was labeled A--Amat. This would mean that it contained all of the cards which carried names beginning with letters of that section of the alphabet. Inside the trays at various intervals are guide cards which stand higher than the other cards and which further aid you in locating the correct catalog card.


Amature theatricals
Alps
Allen
Alexander
Alcohol
Alaska
Airplanes
Agriculture
Africa
Aeronautics
Adventure
Adams
Accounting
Abbott
A-Amat

CENTER - RESEARCH

THE CARD CATALOG

EXERCISE III.

In looking for a card in this drawer:

1. Actor would be found between accounting and Adams.
2. Air would be found between ______________ and ______________.
3. Algebra would be found between ____________ and ____________.
4. Alcott, Louisa M. would be found between ____________________ and ______________.
5. George Ade would be found between _______________________ and ____________________.
6. Altar of Honor would be found between________________________ and ________________.
7. Agricultural Chemistry would be found between _______________ and ________________.
8. Actor and Actresses by Clara Morris would be found between _____________________ and __________________.
9. James Lane Allen would be found between ____________________ and ________________.
10. After the Verdict would be found between ____________________ and ________________.
11. Would America be found in this drawer? ______________________
12. Would Abolition of War by Sherwood Eddy be found in this drawer? _____________.
13. Would Anderson be found in this drawer? ______________________
14. Would Adventures in Bangkok be Hamori be found in this drawer? ____________________

Each book of non-fiction is listed at least three times in the catalog: by title, by author, and by subject. Each book of fiction is listed at least twice: by title, by author, and sometimes by subject. Each card has on it the author's name, the title of the book, the place of publication, the publisher, the date, the number of pages, and the type of illustration, if any. Other information on the card is primarily for the librarian.

CENTER - RESEARCH

THE DICTIONARY

The purpose of this unit is to help you to acquire skill in the use of unabridged dictionaries and to show you the possibilities of the dictionaries as a reference aid.

Dictionaries may be either abridged or unabridged. An unabridged dictionary is one which has the most complete listing of words of any dictionary. An abridged one does not have a complete listing of words. The four most important unabridged dictionaries are Webster's New International and Funk and Wagnalls' New Standard Dictionary of the English Language, The World Book Encyclopedia Dictionary, and the New Century Dictionary of the English Language.

The most common uses of the dictionary are for the following:

1. Pronunciation of words (Diacritical markings are those which show how a word is pronounced.
2. Meaning of words
3. Spelling
4. Syllabication (dividing words into syllables)
5. Synonyms and antonyms (words that mean the same and words that mean opposite).
6. Derivation of words
7. Inflection (plurals of nouns and parts of verbs)
8. Parts of speech

Unusual uses of the dictionary are for:

1. Mythological, Biblical, and biographical names
2. Geographical information
3. Foreign words and phrases
4. Abbreviations
5. Standing of a word (vulgarism, slang, colloquialism, etc.)

To find information, look for the word in the main part of the dictionary. To save time, use the thumb index and the guide words at the top of the pages. If the word is not in the main part, consult the table of contents for special lists of words.

CENTER - RESEARCH

USING THE UNABRIDGED DICTIONARY

EXERCISE IV.

In the following examples, the given word would appear just after one of the following words. Underscore the correct word.

Example: Fission appears just after fissile, flagging, fissure, firm.

1. Engaged appears just after enter, engage, enjoy, encouragement.
2. Death appears just after dear, dearth, decide, decent.
3. Cash appears just after catastrophe, case, cashbook, catarrh.
4. Along appears just after alone, anchor, anarch, aloft.
5. Mask appears just after metal, merit, mash, masked.

EXERCISE V.

Underscore the word that gives the correct answer and then write it in the blank space provided.

Example: ______ before ______Diadem appears before after die?

______________________________ 1. Empty appears before after empire?

______________________________ 2. Keel appears before after knagaroo?

______________________________ 3. Peddle appears before after pear?

______________________________ 4. Chase appears before after cheek?

______________________________ 5. Brook appears before after bustle?

______________________________ 6. Sorrow appears before after some?

______________________________ 7. True appears before after truth?

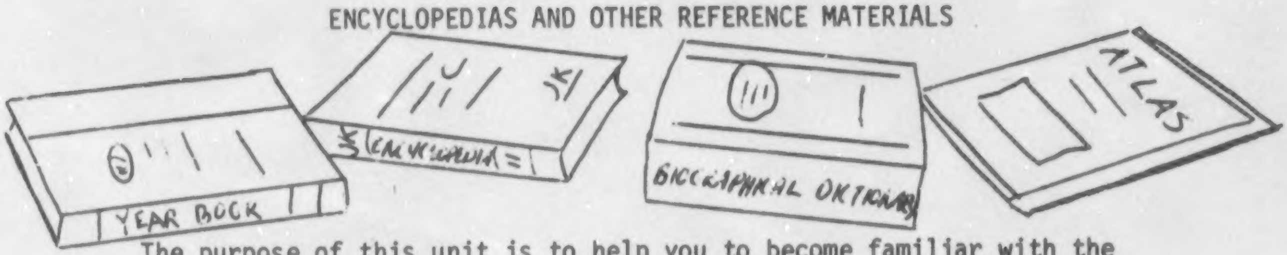
______________________________ 8. Unique appears before after unite?

______________________________ 9. Prairie appears before after prank?

______________________________10. Amaze appears before after amber?

CENTER - RESEARCH

ENCYCLOPEDIAS AND OTHER REFERENCE MATERIALS



The purpose of this unit is to help you to become familiar with the different kinds of reference material found in a library and to help you to use this material in a more effective way.

Reference books are those which are consulted for a specific fact or for information on a definite subject. The dictionary, studied in Unit V, is a reference book. Other examples are encyclopedias, atlases, yearbooks, and biographical dictionaries.

1. Encyclopedias

    A. Standard encyclopedias

        1. *Encyclopedia Britannica*
        2. *The New International Encyclopedia*
        3. *Encyclopedia Americana*
        4. *World Book Encyclopedia*
        5. *Compton's Pictured Encyclopedia*
        6. *Collier's Encyclopedia*
        7. *Lincoln Library*
        8. *Our Wonderful World*

    B. General characteristics

        1. Many volumes
        2. General information
        3. Arranged alphabetically
        4. Indexes and guide words
        5. Kept up-to-date by new editions or yearbooks

All topics in an encyclopedia are arranged alphabetically beginning with A in Volume 1. On the back of each volume you will find: (1) the first and last topic in each volume, (2) the number of the volume, and (3) sometimes the pages contained in the volume.

CENTER - RESEARCH

USING REFERENCE MATERIALS

EXERCISE VI.

At the top of each page in any encyclopedia you will find guide words. Use these words to help you, and look up the answers to the following questions.

1. What is the food of an armadillo? ______________________________

2. When were greenbacks first issued? ____________________________

3. In what year was General Braddock born? _______________________

4. What is another name for the carrier pigeon? __________________

55. Who was the father of Hercules? ______________________________

6. What is the area of Canada? ___________________________________

7. What is the average size of a snapping turtle? ________________

8. Who was Jan Steen? ____

9. Topaz usually indicated the presence of a metal. What metal is it? ____________________

10. Who was the first white person to find corn? _________________

11. Who was James Madison? ____

12. What is the population of New York State? _____________________

II. Atlases

A. Standard Atlases

1. Goodes's World Atlas
2. Encyclopedia Britannica World Atlas
3. Rand McNally World Atlas
4. The Hammond Atlas
5. Cram Modern World Atlas
6. National Geographic Atlas of the World
7. The World Book Atlas

CENTER - RESEARCH

TEST ON HOW TO USE A LIBRARY

Answer Each Question With a (T) For True or a (F) For False.

_____ 1. A lot of whispering should be permitted in a library.

_____ 2. Library fines should always be paid promptly and willingly.

_____ 3. Books should never be removed from the library without the librarian's knowledge.

_____ 4. Library books may be torn if needed for a scrapbook.

_____ 5. Students engaged in many extra-curricular activities should have special library privileges.

_____ 6. Reference books should be replaced in consecutive order.

_____ 7. All found or misplaced library books should be returned immediately to the library.

_____ 8. The corners of the pages of library books may be folded down for markers.

_____ 9. The index to a book is a time saver.

_____ 10. When recent information is needed, it is important to notice the publication date of the book.

_____ 11. The most generally used method of calssifying books in libraries is the Dewey Decimal System of classification.

_____ 12. Books numbered from 900 to 999 are travel, biography, and history.

_____ 13. Every well-organized library contains a card catalog or indes to the books in the library.

_____ 14. The call number on the catalog card corresponds to the number on the spine of the book.

_____ 15. To determine the part of speech a word is, consult the dictionary.

_____ 16. Encyclopedias should be used to find the proper pronunciation of words.

_____ 17. Encyclopedias give general information on many subjects.

_____ 18. The best place to find maps is in an atlas.

_____ 19. It is necessary to develop skill in note-taking in order to write a well-organized theme.

_____ 20. It is not necessary to record sources of information when taking notes.

CENTER - RESEARCH

CHAPTER 14

SLAVERY IN KENTUCKY

I. Suppose you are writing a report on "Slavery in Kentucky". List the steps you would use in preparing this report, keeping in mind people you would ask for help as well as places you would look.

1.

2.

3.

4.

II. Suppose you are giving an oral report to the class on Cassius M. Clay. This report is to be brief, contain well known facts and important events. Where would you get your information? List all possible sources available to you.

1.

2.

3.

4.

III. Instead of a brief report, it is to be twenty minutes long and contain delightful, humorous events little known to many people as well as the well known facts. Where would you get your information? List all possible sources available to you.

1.

2.

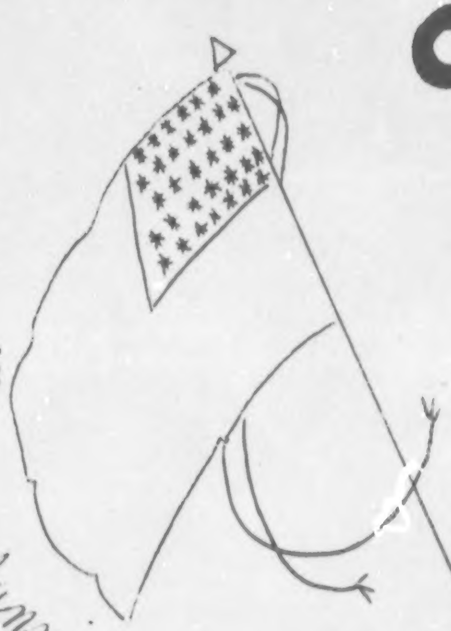
3.

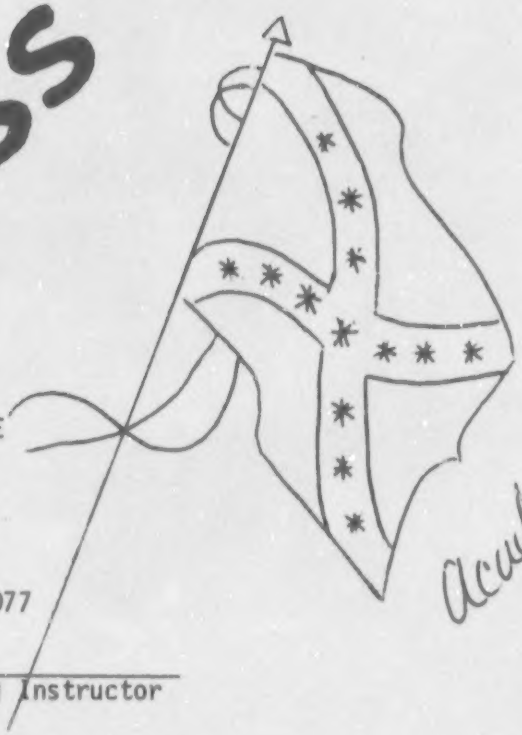
4.

Communication

Decision Making

CERTIFICATE OF SUCCESS





THIS CERTIFIES THAT

____

HAS COMPLETED THE GETTING AHEAD MAZE

AT HOPKINSVILLE MIDDLE SCHOOL AND

IS THEREFORE ENTITLED TO THIS AWARD

Given on this 21st day of February, 1977

_______________ Principal

_______________ Reading Instructor

_______________ Counselor

_______________ Reading Instructor

Planning

Academic

Creativity

Forecasting

EVALUATION

PRETEST

STUDENTS SELF EVALUATION CHECK LIST

Respond To Each of the Following Questions By Placing a Check in the Correct Box.

	ALWAYS	USUALLY	SOMETIMES	NEVER
1. I enjoy going to school.	21	27	52	5
2. I get along well with my teachers.	27	40	32	4
3. I get along well with other boys and girls.	35	39	25	1
4. I am satisfied with the grades I am making.	13	16	47	24
5. My school work is interesting.	12	19	51	17
6. I do my schoolwork and still have time for fun.	20	31	37	14
7. I write down assignments so that I know exactly what I'm supposed to do.	18	19	51	13
8. I have a definite time and place to study.	31	20	37	13
9. I know how to keep my mind on my work.	23	39	40	4
10. I get my assignments in on time.	15	36	47	4
11. I read rapidly.	7	16	57	20
12. I have a good vocabulary.	15	31	44	12
13. I know how to find information quickly.	8	35	48	10
14. I ask the teacher for help when I don't understand something in the lesson.	50	22	28	1
15. I take part in class discussions.	14	21	54	12
16. I bring paper and pencil to class.	64	16	18	3
17. I seldom study for more than 35-45 minutes at a time without a break.	8	17	54	21
18. I pay attention in class.	26	28	44	4
19. I plan each day's work so I know what I have to do.	16	31	43	13
20. I try to make schoolwork a routine part of living.	19	28	32	23

POST TEST

STUDENTS SELF EVALUATION CHECK LIST

Respond to Each of the Following Questions By Placing a Check in the Correct Box.

		ALWAYS	USUALLY	SOMETIMES	NEVER
1.	I enjoy going to school.	27	23	44	8
2.	I get along well with my teachers.	27	35	32	4
3.	I get along well with other boys and girls.	28	48	26	1
4.	I am satisfied with the grades I am making.	17	30	44	16
5.	My school work is interesting.	16	27	51	8
6.	I do my schoolwork and still have time for fun.	30	30	35	7
7.	I write down assignments so that I know exactly what I'm supposed to do.	19	19	28	15
8.	I have a definite time and place to study.	24	24	39	13
9.	I know how to keep my mind on my work.	23	34	41	4
10.	I get my assignments in on time.	16	37	44	2
11.	I read rapidly.	4	28	50	19
12.	I have a good vocabulary.	16	37	40	8
13.	I know how to find information quickly.	7	41	47	6
14.	I ask the teacher for help when I don't understand something in the lesson.	46	35	18	3
15.	I take part in class discussions.	15	31	50	6
16.	I bring paper and pencil to class.	58	21	19	3
17.	I seldom study for more than 35-45 minutes at a time without a break.	14	19	42	17
18.	I pay attention in class.	28	40	31	3
19.	I plan each day's work so I know what I have to do.	16	27	48	11
20.	I try to make schoolwork a routine part of living.	24	31	34	13

Evaluation of the Pre and Post Tests:

Numbers 14 and 16 of the check list received the largest number of "always" responses on both the pre and post tests. The lowest number of "always" responses on the check list was on numbers 11 and 13. The team felt that this was significant. Students in the reading classes are aware that they need help in reading and in finding information quickly. The team felt that number 17 was a poorly stated item which misled students. They also concluded that after completing these check lists, students were more aware of their individual talents and better able to understand their strengths and weaknesses.

SOCIAL STUDIES OBSERVATION DATA SHEET

The following Social Studies Observation Data Sheet was given to two of HMS's social studies teachers, Dennis Burchell and Gene Pniewski. They were asked to evaluate each student and determine whether any improvement in academic grades and/or attitude toward study habits had been noted.

	YES	NO	UNDECIDED
Beam, David	✓		
Croney, Sammie	✓		
Crutchfield, Wendy	✓		
Hurt, Tom			✓
Hyatt, Susan			
Knight, Carl	✓		
Smith, Jerome			✓
Tatum, Gary		✓	
Walker, Everett			✓
Bingham, Sammy	✓		
Draude, Jeffry			
Gannon, Billy			✓
Gray, Marilyn			✓
Green, John		✓	
Kendrick, Marilyn			
Leavell, Marcia			
Merriweather, Sheila		✓	
Mayer, Marion			✓
Acree, Granville			
Bailey, Tony		✓	
Brown, David		✓	

	YES	NO	UNDECIDED
Burrus, Kenneth			
Young, Henry	✓		
Norris, Roy			✓
Moman, Jerry		✓	
Rider, Carl			
Brewer, Marvin			
Blaine, Diane		✓	
Doss, Frank		✓	
Matlock, David		✓	
Osborne, Reginald		✓	
Perry, Gregory			✓
Smitherman, Lamont			
Trice, Debbie	✓		
Watkins, Tracy			
Williams, Brad			
Woolf, Jerry	✓		
Day, Marilyn			
Bailey, Patsy			
Brody, James		✓	
Giles, Ronnie		✓	
Loden, Judy	✓		
Neeble, Tim			✓
Parker, Mancel	✓		
Wilford, Patricia			✓
Wills, Sylvester			✓
McGowan, Rhonda			
Barbour, Ronald	✓		

	YES	NO	UNDECIDED
Earthman, Randy			✓
Fallis, Joan			
Goodman, Gerald			✓
Nursave, Robert	✓		
Ladd, Jennifer			✓
Watson, Barbara	✓		
Gilliland, Barry		✓	
Bailey, Lisa Jo			
Day, Ronnie		✓	
Hale, Connie	✓		
Hess, Donna	✓		
Jones, Brenda	✓		
Kendrick, Oliver			✓
Lafever, Evelyn			✓
Laster, David	✓		
Lewis, Tyrone			✓
McKinney, Ivy	✓		
Majors, Cathy		✓	
Morgan, Patrick J.			
Temple, Rex		✓	
Torian, Charles	✓		
Wells, Janice	✓		
Calvin, Kenneth			
Boyd, Alex	✓		
Burse, Felecia	✓		
Cruite, Arvin			
Dobbins, Dudley			

Finch, Lawrence	YES	NO ✓	UNDECIDED
Frazier, Tina			✓
Massie, Debbie	✓		
Moore, Sharon			✓
Rogers, Laura			✓
Shepherd, Tammy	✓		
Breithaupt, Brenda	✓		
Bush, Joyce	✓		
Calhoun, Ernie	✓		
Campbell, Winona			✓
Ezell, Pam			
Fields, Tyrone		✓	
Knight, Thelma			
Leavell, Dennis	✓		
McNew, Darlene	✓		
Meritt, Jeffrey			
White, Phillip			
Allison, Randy		✓	
Clark, Ann			
Gilkey, Jesse		✓	
Hart, Eddie			✓
Hopkins, JoAnn			
Hutchinson, Mary		✓	
Jones, Linda			
Kay, Jackie			
Peacher, Felicia	✓		
Vick, Darrell			
Spurgeon, Lanny		✓	

	YES	NO	UNDECIDED
Burgess, Linda			✓
Cooper, Vickie			
Craven, David	✓		
Davie, Clarice			
Jordan, Deborah			✓
Ramey, Marinda	✓		
Riddle, Robert			✓
Robinson, Joe			
Sargent, Annette	✓		
Anderson, Jeffrey			
Burse, Steve			✓
Davie, Wanda	✓		
Gold, Donald	✓		
Gravely, Armetta			✓
Jackson, Lisa			✓
McKnight, L.C.		✓	
McKee, Vanessa	✓		
Sanders, Melvin	✓		
West, Bert			✓
Wilson, Cynthia		✓	
Sanders. Ophelia			✓
Sutton, Kent		✓	

(1) Ninety-two of our students were in Dennis Burchett and Gene Pniewski's social studies classes.

(2) Thirty-seven showed improvement.

(3) Twenty-five did not show improvement.

(4) Thirty of the students were undecided about

(5) Thirty-three of the students were not involved in studying the Civil War Unit at the time.

EVALUATION

The Teacher Observation Data Sheet was completed daily at the conclusion of each class. This method gave a more complete picture of the students as they wroked through the maze.

The Team Concluded The Following:

1. The room arrangement provided movement and stimulation so that the students could work consistantly through the maze.
2. Most students were enthusiastic about moving through the maze, but many did not want to correct their mistakes in order to successfully pass a center. 65% was necessary to pass to another center.
3. At first the students did not like the idea of working on social studies in the reading class. As they progressed, however, they were able to understand that reading is related to all academic subjects.
4. Some students found the research center too difficult because of the number of detailed activities. Furthermore, students who began in the research center found it difficult to successfully complete the required activities.
5. The majority of the students were able to work independently. Additional instructions were given to those who were having difficulty.
6. The management system kept the students evenly divided at the beginning of the maze. As a center became congested, students were directed to other centers.

As a result of the study skills activities, 38.5% of the students were able to complete at least three centers of the Getting Ahead Maze.

Even though the objective was not completely met in this unit, the team leaders observed that students were more prepared to relate reading to the total school program. By having to make a passing grade in each center, students realized that it was necessary to develop their talents and study skills in order to be successful in the maze and in school.

The Team Recommends That:

1. The unit be taught again next year.
2. The various activities be reevaluated in terms of difficulty and time required to reach success in the maze.
3. Additional interest centers be developed.
4. Further coordination between reading and content areas be done.
5. The results of this unit be shared with the faculty. The faculty will then be asked to contribute activities to be placed in a permanent academic learning center.

PHYSICAL EDUCATION

UNIT TITLE:

Planning and Decision Making in Tennis

NEED BEING MET BY THE CYCLE:

Diagnose and Prescribe a Program That Will
Help Students Increase Their Planning and
Decision Making Skills

MURRAY STATE UNIVERSITY

HOPKINSVILLE MIDDLE SCHOOL TEACHER CORPS PROJECT

PIE CYCLE #1 PLANNING DECISION MAKING

TEAM: Physical Education

DATE: 4-19-76

NAMES:
Joe M. Allen
Gary Satterfield
Marshall Jones
Craig Clayton
Pam Rudd

NEED (from Assessment): Diagnose and prescribe a program that will help students increase their planning and decision making skills

REFERS TO PROJECT OBJECTIVE: 2. Diagnostic Analysis and Prescriptive Program

T.D. AREA FOR EMPHASIS: Planning and Decision Making

UNIT TITLE: Planning and Decision Making in Tennis

PLANNING (What do you propose to do?)

I. Discuss with Ken Loftus and Arthur Anderson how planning and decision making affect their tennis games

II. Develop activities

IMPLEMENTATION (How do you propose to carry it out?)

I. Discussed with Ken Loftus and Arthur Anderson how improved planning and decision making can affect their tennis games.

II. Developed and used the following activities

   A. Students prepared a simulated game plan for a match.
   B. They carried out this plan in an actual match.
   C. Students worked through a planning and decision making check list.
   D. From the check list, they will determine their strengths and weaknesses and those of their opponents.
   E. Students will select practice drills and work on these.
   F. Students will plan a trip to a tennis match.

EVALUATION

I. The coaches will evaluate the students performances and their abilities to plan and carry out what they planned.

II. Students will evaluate themselves and determine whether they have benefited from this unit.

PIE CYCLE REPORT

PLANNING

I. Discuss with Ken Loftus and Arthur Anderson how planning and decision making affect their tennis game.

During our discussion, both Kenny Loftus and Arthur Anderson agreed that good planning and decision making are important when playing tennis.

II. Develop activities

During the planning sessions, the following activities were developed:

A. Students prepared a simulated game plan for a match.
B. They carried out this plan in an actual game.
C. Students worked through a planning and decision making check list.
D. From the check list, they will determine their strengths and weaknesses and those of their opponents.
E. Students will select various drills and practice these.
F. Students will plan a trip to a tennis match.

IMPLEMENTATION

Instructional Activities

Activity 1

Kenny Loftus and Arthur Anderson are my two best tennis players. They are to play each other for the number 1 position on the team. To increase their planning and decision making skills, they will prepare a simulated game plan for a match and then carry out these plans in an actual match. In order to formulate their plan they will work through a planning and decision making check-list which will help them devise their game plans. From this check-list they will decide their strengths and weaknesses and those of their opponents. They will also select some practice drills to work on for the match.

Instructional Material: Student check-list, tennis balls, tennis court and a book of tennis drills.

Activity 2

In order to give my co-captains Ken Loftus and Arthur Anderson a first hand knowledge of what is involved in planning an athletic event, they will be responsible for planning our trip to Henderson County. They will list in sequential order the steps necessary for a successful trip and then be responsible for carrying out these plans for the actual trip.

Information Needed: Henderson County. Wed. 3:30 at Henderson County High School.

Materials Needed: Bus request, ditto sheet for players names to be excused, line-up sheets, and a credit card for gas.

STUDENT CHECK-LIST (Kenny Loftus)

1. List as many things as you can think of that can't be changed when playing the match.

   Weather conditions, court size, height of the net, and size of balls.

2. List your opponents weaknesses.

   Backhand, overhead, and second serve.

3. List your opponents strengths.

   First serve, forehand, and lobs.

4. List your weaknesses.

   Backhand, backhand volley, and second serve.

5. List your strengths.

   First serve, forehand, overhand, and forehand volley.

6. List some drills that can be used to overcome your weaknesses.

   Cross-court backhand drill, net volley drill, and serve practice.

7. List some possible ways of dealing with your opponents strengths.

   Concentrate on trying to return his first serve, try to hit away from his forehand, and try to make him hit with his forehand.

8. Write step by step plan of how you intend to play Arthur Anderson.

   1. Serve to backhand.
   2. Come to the net when possible.
   3. Try to get first serve in as much as possible.
   4. Hit to backhand and come to net.
   5. Try to keep Arthur moving when he is hitting his shots.
   6. Try to play a steady game and go for winners when the situation calls for it.

ACTIVITY 2

You are the coach and you must plan our trip to Henderson County. List in sequential order the steps necessary for the trip. (Match 3:00 at Henderson County High) (Travel by bus)

1. Make sure the match is still on.
2. Check out a bus.
3. Get the credit card for gas.
4. Make sure the school knows to let out the team.
5. Make sure the team knows about the match.
6. Study road maps and find out how to get to the courts.
7. Go get the bus.
8. Get out of school at 1:45.
9. Get dressed and leave.
10. Get everybody on bus after match and leave.
11. Stop and eat.
12. Fill up bus with gas.
13. Drive home.
14. Let everybody off at school and leave.
15. Return the bus.
16. Report the score.

STUDENT CHECK-LIST (Arthur Anderson)

1. List as many things as you can think of that can't be changed when playing the match.

   Weather conditions, court surface, the landscape (background), sun, height of the net, pressure of balls, and length of court.

2. List your opponents weaknesses.

   Backhand and backhand volley.

3. List your opponents strengths.

   My opponents strengths are his serve, forehand, and overhead.

4. List your weaknesses.

   My weaknesses are my backhand down the line and low vollies.

5. List your strengths.

   First serve, cross-court forehand, and first serve.

6. List some drills that can be used to overcome your weaknesses.

   Drills that could help me overcome my weaknesses would be playing a full set of backhands, ball drills down the line, running line drills, and net volleying.

7. List some possible ways of dealing with your opponents strengths.

   Hitting wide to his strengths and hitting deep to him.

8. Write step by step a plan of how you intend to play Kenny.

   1. Win serves.
   2. Try to get my first serve in and place it to his backhand.
   3. If I hit a good deep serve, I would follow it to the net hoping for an angle volley.
   4. If he hit a short return serve, I would go wide to the opposite side of the court he is on.
   5. Take the net.
   6. Then angle the ball off.
   7. If this did not work, I would try to volley to his backhand and try to be more consistant than he, hoping for a chance to take the net.

COACHES' PLAN FOR TRIP

1. Get bus request to Mr. Roberts.
2. Decide who will make trip.
3. Decide route to take and approximate travel time.
4. Let players know what time we are to return.
5. Decide what time to leave school.
6. Pass around list of students to be excused.
7. Pick up bus day of match.
8. Check to make sure everyone is on bus.
9. Make sure everyone has their equipment.
10. Depart for Henderson.
11. Upon arrival at Henderson County meet coach and exchange line-up.
12. Play match.
13. After match make sure everyone has equipment and is on bus.
14. Return home to High School.
15. Announce next practice.
16. Check bus for equipment left behind.
17. Make sure everyone has a ride home.
18. Clean up bus.
19. Return bus to bus garage.
20. Report score of match to radio and newspaper.

EVALUATION

I. The coach will evaluate the students' performances and their abilities to plan and carry out what they have planned.

The students spent a lot of time in planning for the activities. On Activity 1, the planning and carrying out of game strategy, both players stayed after practice and worked on drills to overcome their weaknesses in order to be better prepared to carry out their game plan. Both players drew up excellent game plans for the match. Kenny Loftus lost the match because he did not have the self-control and execution that Arthur Anderson had. Kenny attempted to do what his game plan called for but was not able to make the shots. He failed to go to his alternate plan and thus lost the match. Because of this, I rated Arthur's degree of execution of game plan as 4.0 and Kenny's degree of execution as 2.6.

On Activity 2, Kenny and Arthur planned and made the necessary decisions for our trip to Henderson County. They turned in a sequential list of what the coach would have to do for the trip and then actually carried out their plans for the trip. Out of 20 possible steps required to make the trip, Arthur and Kenny obtained a score of 90% out of 100%. This proves that they both did an excellent job of planning and decision making. In fact, after checking their plans with mine, I found that they did a better job of planning and decision making than I had. Furthermore, as a result of conducting the trip, they now have a greater appreciation for the coaches' job and a better understanding of the responsibilities he faces.

II. Students will evaluate themselves and determine whether they have benefited from this unit.

The self-evaluation rating scale for Activity 1 showed that both players rated the activity as very beneficial in helping them better plan their game strategy.

Rating: Arthur 4.2
Kenny 3.2

FUTURE ACTIVITIES

As a result of success of this unit, I intend to have each player plan another game strategy for the return match. To help formulate his game strategy, he will rate his opponent immediately after playing him and use a rating scale provided by the coach. (See rating scale on next page)

In regard to planning future athletic events, I intend to have each of the eight team members plan and carry out a practice session.

H.H.S. TENNIS TEAM

OPPONENT ______________________

PLAYER

SINGLES

______________________ VS ____________________________

SCORE

DOUBLES

______________________ VS ____________________________

______________________ VS ____________________________

SCORE

FOREHAND	1 2 3 4 5
BACKHAND	1 2 3 4 5
1st SERVE	1 2 3 4 5
2nd SERVE	1 2 3 4 5
FOREHAND VOLLEY	1 2 3 4 5
BACKHAND VOLLEY	1 2 3 4 5
NET GAME	1 2 3 4 5
BACKCOURT GAME	1 2 3 4 5
OVERHEADS	1 2 3 4 5

COMMENTS:

EXPLORATORY

UNIT TITLE:

Toothpick Design In 3-D

NEED BEING MET BY THE CYCLE:

Developing Talent Activities Directly Related To Curriculum

MURRAY STATE UNIVERSITY

HOPKINSVILLE MIDDLE SCHOOL TEACHER CORPS PROJECT

PIE CYCLE #1 PLANNING TEAM: Exploratory DATE: 4-19-76

NAME: Mrs. Yvonne Gregory Mr. Arthur Thompson
Mrs. Karen Robinson Mr. James Victor

NEED (from Assessment): Developing talent activities directly related to curriculum

REFERS TO PROJECT OBJECTIVE: 5g

T.D. AREA FOR EMPHASIS: Planning

UNIT TITLE: Toothpick Design in 3-D

PLANNING (What do you propose to do?)

I. Participating teachers confer

II. Develop activities and techniques

IMPLEMENTATION (How do you propose to carry it out?)

The following will be used to implement this PIE Cycle:

I. Develop and use the activities in the classroom
   A. Chalk talk
   B. Discussion
   C. Making a blue print
   D. Toothpick structure in 3-D

II. Documentation will be through
   A. Lesson plans
   B. Completion of desired project
   C. Neatness of project
   D. Originality of ideas

EVALUATION (What evidence do you have that it worked or didn't?)

I. Quality and number of projects completed

II. Subjective judgment of the teachers

PIE CYCLE REPORT

PLANNING

I. Participating Teachers Confer

Before and during the development of this Pie Cycle, the following teachers met and discussed ways to best implement this PIE Cycle's objective: Yvonne Gregory, Karen Robinson, Arthur Thompson and James Victor.

II. Develop Activities and Techniques

Activities and techniques used under implementation were discussed and developed during planning sessions.

IMPLEMENTATION

Lesson Plans

First Day--Chalk Talk

Objective: The objective of this activity is to introduce the students to aspects of architecture as applied on a small scale to toothpick sturctures.

Materials: None

Methods: Oral

Evaluation: This was based upon class participation.

Second Day--Discussion

Objective: The objective of this activity is to have students discuss the practical application of applying different architectural aspects to toothpick structures and the adaptability of certain toothpicks whether round or flat edged.

Materials: None

Methods: Class discussion

Evaluation: This will be based upon participation.

Third Day--Making A Blue Print

Objective: The objective of this activity is to have students draw blue-print plans for a future three-dimensional toothpick structure. The structure may be representational or abstract in nature.

Materials: Drawing paper, pencils, and rulers

Methods: Drawing

Evaluation: This depends upon whether the student is satisfied with his proposed plan or not.

Fourth Day--Toothpick Structure in 3-D

Objective: The objective of this project is to have the students design a toothpick structure in three dimensional proportions on a cardboard support sheet.

Materials: Toothpicks, cardboard, scissors, tweezers, pencils, glue, and paint

Methods: Gluing together the toothpicks, using scissors to cut the toothpicks to the desired sizes, and then painting the structure, if desired

Evaluation: Evaluation was based upon completion of the project, originality, and neatness.

Aspects of the final evaluation were based upon the application and practical use of materials and knowledge, enhanced by the ability to make rational decisions in order to achieve the desired effect.

EVALUATION

Evaluation was partly based upon the number of completed projects, the neatness with which the projects were assembled, and the originality of ideas involved.

In order for this project to be completed, a practical application of materials and knowledge had to be coupled with the ability to make rational decisions.

Only a dozen out of 169 students decided not to participate in this project. There was no effort made to exclude them from the class nor were they left with a feeling of not being wanted. Instead, they sketched and read art history. From time to time, they showed more than token interest in those busy about them. A few expressed a desire to try and attempt this project at a later date.

This project provided a unique experience for the students; for those who did complete the project, they performed admirably. Many students who could not draw well were more than compensated. Their creative effort seemed to restore a feeling of stability by helping to erase, in some cases, a noticeable feeling of inferiority.

The teaching rewards in this particular project were many. To see the confidence radiated from heretofore blank expressions can never be written or appraised. It was a joy to see students personally involved with so much genuine enthusiasm. Each day, they came to the art room eager for work and a chance to lay out tangible evidence of their individual ideas.

Journal of Teaching Activities

First Day--Chalk Talk

This activity created much interest and excitement. It was clearly evident from facial expressions that ideas were producing more ideas.

Second Day--Discussions

This activity was perhaps the most important prior to actual participation in the project. Doubts regarding construction limits and the flexibility of substitution were discussed and solutions or alternatives reached.

Third Day--Making a Blue Print or Plan for the Project

Each student made a number of designs before finally settling on one central idea.

Fourth Day--Toothpick Design in 3-D

The individual student could now get his ideas onto something concrete via his own hands. Dexterity was a great asset. The girls were in complete control of their own projects. They had no trouble cutting, snipping off, and gluing tiny pieces of wood which were often held with the tweezers. A few of the boys were quite successful in this project but overall they experienced more difficulty.

Many times, patience, flexibility, and manual and mental dexterity was called into action.

At this point, a dozen students decided not to participate in this project. The remaining students worked at their own pace. No one interferred with their ideas or projects.

EXPLORATORY

UNIT TITLE:

Clothing Construction

NEED BEING MET BY THE CYCLE:

Integrating the Talent Areas Concepts Into the Subject and Still Deal With The Basic Skills

MURRAY STATE UNIVERSITY

HOPKINSVILLE MIDDLE SCHOOL TEACHER CORPS PROJECT

PIE CYCLE #3 MANAGEMENT TEAM: Exploratory DATE: 10-7-76

NAME: Karen Robinson

NEED (from Assessment): #13

REFERS TO PROJECT OBJECTIVE: 5b, 5c, 5d, 6d

T.D. AREA FOR EMPHASIS: All Areas

UNIT TITLE: Clothing Construction

PLANNING (What do you propose to do?)

I. Read professional material on clothing construction.
   - A. Professional materials system
   - B. HMS professional reference shelf

II. Confer with other professionals
   - A. Facilitator
   - B. Supervisor
   - C. Team leader
   - D. Other teachers

III. Develop activities and techniques

IMPLEMENTATION (How do you propose to carry it out?)

The following will be used to implement this PIE Cycle:

I. Develop and use the activities in the classroom

II. Take part in group discussions

III. Documentation will be through
   - A. Facilitator visits and observation conferences
   - B. Lesson plans
   - C. Copies of activity directions and activities

EVALUATION (What evidence do you have that it worked or didn't)

I. Report of personal observations of classroom atmosphere (may include comparison to previous year's work when possible).

II. Student Opinionaire

PIE CYCLE REPORT

PLANNING

I. Research-Bibliography

TD 6.0 B155, Igniting Creative Potential. Project IMPLODE published by the Bella Vista Elementary School, Salt Lake City, Utah, 1971

IMPLODE II. Project IMPLODE published by the Bella Vista Elementary School, Salt Lake City, Utah

MTRC. MSU/HMS Teacher Corps Project, 1976

PMRC. MSU/HMS Teacher Corps Project, 1976

Talents Unlimited. Project published by Mobile County Schools, Mobile, Alabama, 1974

II. Confer with Other Professionals

During the course of PIE Cycle #3, the following professionals were consulted: Dr. Roger Childress, Mrs. Yvonne Gregory, Miss Linda Walker, Mr. James Victor, Mr. Arthur Thompson, Mrs. Paulette Abren, Miss Betsy Glover and Mrs. Ann Hougland.

ACTIVITY III: Cleaning Your Closet

TD AREA: Planning

DIRECTIONS: Students will plan how to clean the closet pictured in the handout. They must decide:

A. What must be changed.
B. How it should be cleaned.
C. Approximately, how long it would take to clean it.

The students should be able to identify 10 steps and put them in chronological order.

ACTIVITY IV: Time Plan for Lab

TD AREA: Planning

DIRECTIONS: Students will plan a time/work scheduel for a class period in which they will make a potholder. The operational steps of the sewing process will be used to help in the planning of the time schedule.

The students will list the problems or suggestions they have for improving their time plan. They will also list any time saving suggestions they have discovered.

ACTIVITY V: Pretend You 're __________, the Inventor of the Sewing Machine

TD AREA: Forecasting

DIRECTIONS: Pretend you're ____________, the inventor of the sewing machine. What are some of the problems you had inventing the sewing machine? Write a report discussing the first sewing machine and the reasons for its invention.

ACTIVITY VI: You Are There

TD AREA: Forecasting

DIRECTIONS: The students will design the clothes for earth's inhabitants in the year 2000.

Pretend that this is the year 200. You are a fashion designer. Through visual and verbal presentations, describe the latest fashions.

Questions to consider:

A. What will earth's inhabitants look like?
B. Will life be the same as today?

ACTIVITY VII: The Potholder

TD AREA: Productive Thinking

DIRECTIONS: Evaluate:

A. The process of sewing used in making a potholder
B. Your product

Determine a list of suggestions to make the process easier. Choose the one idea you have listed that you think is the most helpful , and check it.

ACTIVITY VII: Potholder Uses

TD AREA: Productive Thinking

DIRECTIONS: List all the uses for a potholder you can think of. Then choose the one you think is most original.

ACTIVITY IX: Potholder Pattern Designs

TD AREA: Creativity

DIRECTIONS: Design a pattern for a potholder.

ACTIVITY X: Quilt Designs

TD AREA: Creativity

DIRECTIONS: The students will design a pattern to use when quilting a potholder on the sewing machine. The diagram of the quilt pattern will then be compared to the finished product.

ACTIVITY XI: Are You Observant?

TD AREA: Communication

DIRECTIONS: Ask the class how observant they are. Choose one person to stand in front of the class. Ask everyone in the class to look at that person. Now ask the student to step out of sight. Then ask other students to describe:

A. The color of his hair
B. The color of his eyes
C. The color of his shoes
D. The color of his glasses
E. The color of his shirt. Was it patterned?
F. The number of pockets on his shirt

ACTIVITY XII: Pattern Envelopes

TD AREA: Communication

DIRECTIONS: Have students compare two pattern envelopes from two different pattern companies. Have them list how they are alike and how they are different.

LESSON PLAN I

Directions: Each student will make a potholder according to the guide sheet distributed in class. After completion of the potholder, the students will fill out an evaluation sheet that will include talent development activities in planning, decision making, productive thinking, and creativity.

LESSON PLAN 2

Directions: Each student will complete two activities from the talent development activity worksheet. Each activity will be evaluated by the teacher and discussed with the class at a later time. It will include talent development activities in the areas of planning, decision making, forecasting, and communication.

STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Karla Kopp

1. List the steps of the sewing process used in making your potholder.
   - a. Getting materials.
   - b. Pinning and cutting out pattern.
   - c. Sewing wrong sides together.
   - d. Turn inside out and put padding in.
   - e. Close last side.
   - f. Sew quilting design.

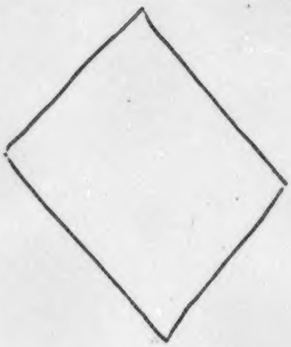
2. How did your product turn out? Excellent [✓ Good] Fair Poor

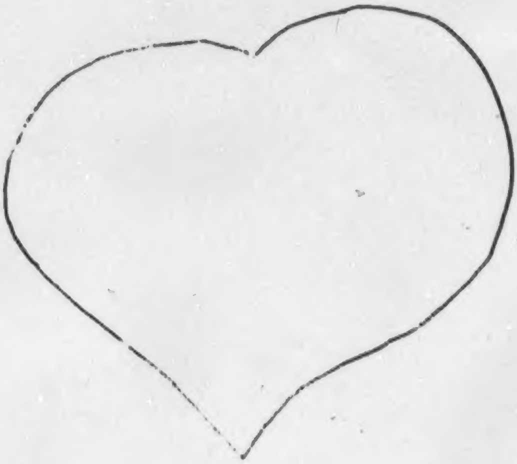
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

   Knowing the material you will get so you can bring thread to match.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.
   - a. A coaster to put your glass on.
   - b. A picture on the wall.
   - c. A present.

5. In the space below design a pot holder pattern. You may have more than one design.





STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Gina Mallory

1. List the steps of the sewing process used in making your potholder.

   a. Pinned pattern to material.
   b. Cut it out.
   c. Stitched all but one side.
   d. Turned right side out.
   e. Put stuffing in.
   f. Sewed up potholder.

2. How did your product turn out? Excellent Good [✓ Fair] Poor

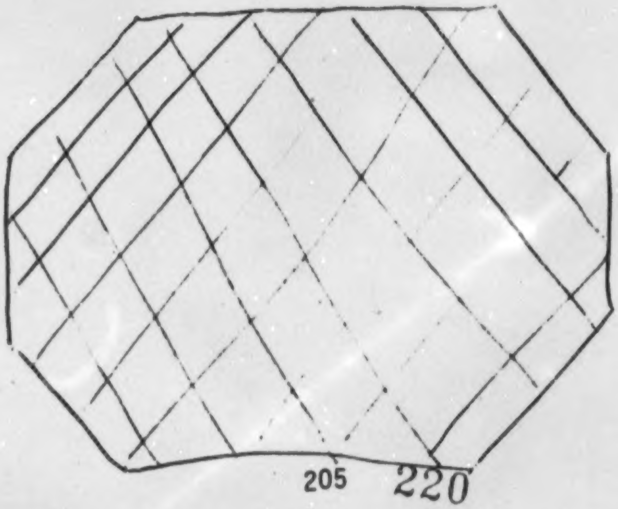
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

   a. Make sure thread on bobbin isn't tangled.
   b. Go slow and accurate.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

   a. For handling hot things.
   b. Put hot things on it.
   c. As a dust rag.
   *d. For wiping off make-up.

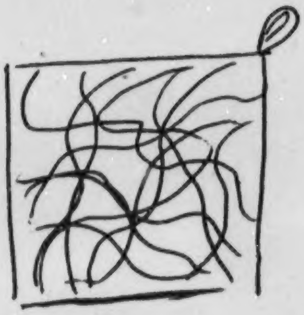
5. In the space below, design a pot holder pattern. You may have more than one design.

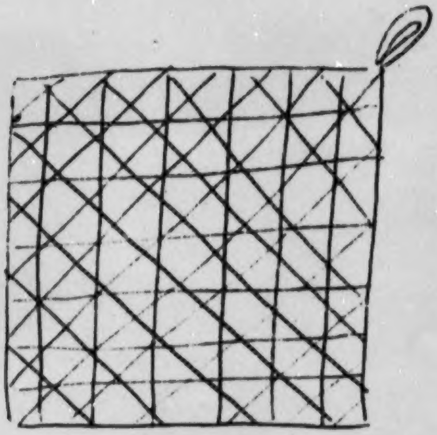


STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Shelia Brogden

1. List the steps of the sewing process used in making your potholder.
   - a. Lay out the fabric.
   - b. Put on the pattern.
   - c. Cut out the piece to the pot holder.
   - d. Sew 3 sides of them.
   - e. Put the padding in.
   - f. Sew the side that you put the padding in.
2. How did your product turn out? Excellent Good Fair Poor
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.
   - a. Remember to sew on the dotted lines.
   - b. Remember to cut on the heavy lines.
4. List all the uses for a potholder you can think of. Then check the one you think no one else will have.
   - a. To take hot stuff from a stove.
   - b. To hang up and look pretty.
   - c. Place hot things on.
5. In the space below, design a potholder pattern. You may have more than one design.





STUDENT PRODUCT

POTHOLDER EVALUATION

NAME: Manuela Stamm

1. List the steps of the sewing process used in making your potholder.

   a. We layed out our material
   b. Pinned the pattern on it.
   c. We cut it out.
   d. We sewed together and left one side open.
   e. We stuffed cotton in to it
   f. Sewed opened side together.
   g. We sewed design.

2. How did your product turn out? Excellent Good Fair Poor

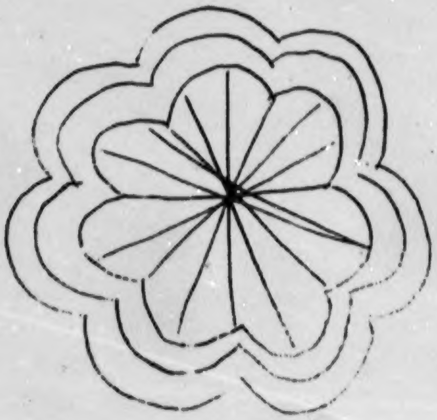
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

   If everything is pinned.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

   a. Use it for the table as table
   b. Use it as wash cloth.
   c. Use it as handkerchief.
   *d. Sew it on your pans and make the pans look better.

5. In the space below design a potholder pattern. You may have more than one design.



STUDENT PRODUCT

POTHOLDER EVALUATION

NAME: Cathy DeBolt

1. List the steps of the sewing process used in making your potholder.

   a. Pin pattern onto fabric and cut out.
   b. Machine stitch three sides of fabric squares together.
   c. Turn right side out and press.
   d. Insert padding into pocket and pin open ends together.
   e. Stitch end together.
   f. Quilt all fabric layers by machine stitching through all layers.
   h. Design your own quilt pattern.
   i. Press and trim all loose thread.

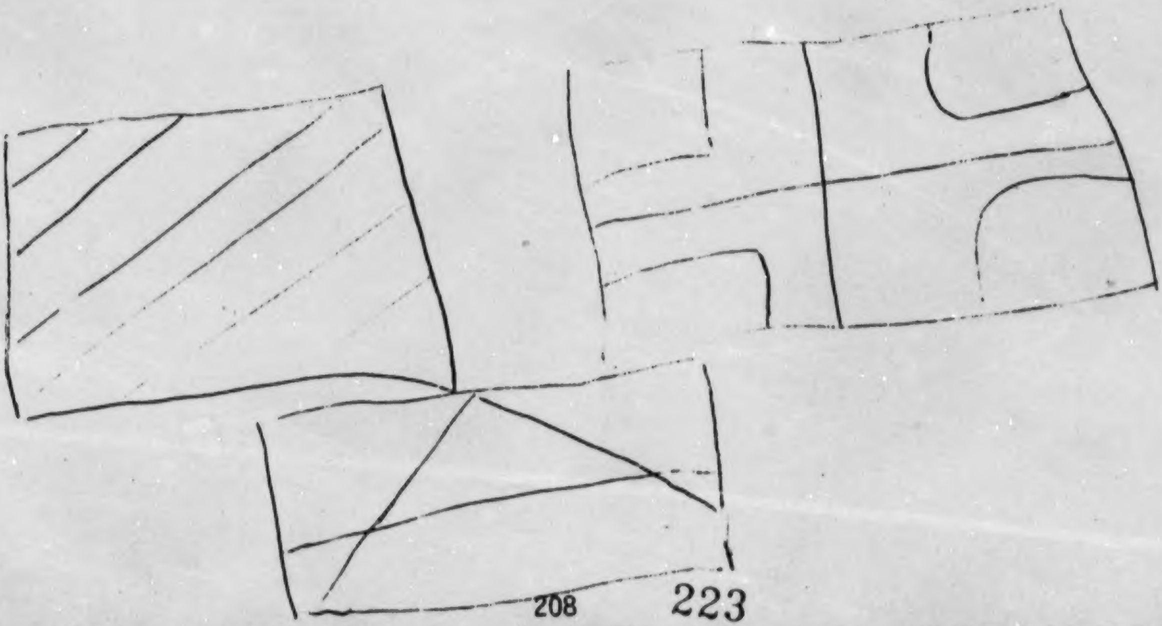
2. How did your product turn out? Excellent Good [✓ Fair] Poor

3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

   a. If you are not a good skater, put in back of pants so it won't hurt when you fall.
   b. Carry hot foods.
   c. Carry cold foods.

5. In the space below design a potholder pattern. You may have more than one design.



STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Donna Meredith

1. List the steps of the sewing process used in making your potholder.

   a. You cut out the pattern and material.
   b. Sew 3 sides of material
   c. Iron it.
   d. Put the padding in and sew the other side.
   e. Quilt it.

2. How did your product turn out? Excellent [✓ Good] Fair Poor

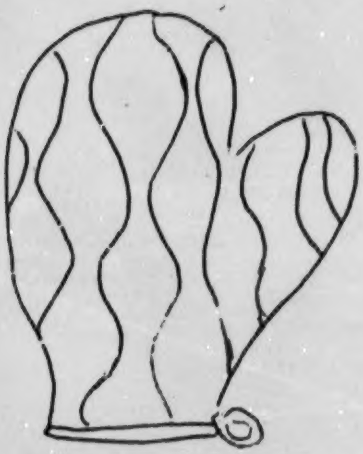
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

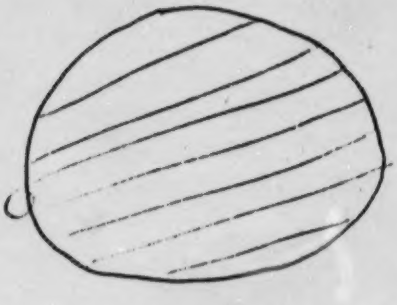
   When you are sewing sew all in the same color, not brown bobbin thread and blue top thread.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

   a. Use to pick up hot things.
   b. To open a hot stove.

5. In the space below design a pot holder pattern. You may have more than one design.





STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Sue Bolin

1. List the steps of the sewing process used in making your potholder.

   a. Got my materials.
   b. Threaded by machine
   c. Pin down pattern and cut it out.
   d. Sew 3 sides.
   e. Put in padding.
   f. Sewed up end.
   g. Quilted it.

2. How did your product turn out? Excellent [✓ Good] Fair Poor

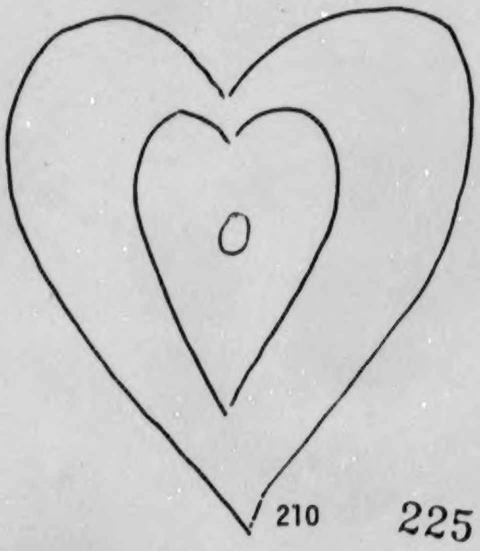
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

   a. Go slow
   b. Try to make it look as good as you can.
   *c. Concentrate on what you're doing.
   d. Make sure machine is in starting position.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

   a. Cooking
   b. Dish towel - dish rag
   c. Set a hot dish on it.
   d. Decoration
   e. Cushion or pillow
   f. Make a quilt (sew a lot of them together)
   g. Napkin

5. In the space below design a pot holder pattern. You may have more than one design.



STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Melissa Wagoner

1. List the steps of the sewing process used in making your potholder.
    - a. Lay out the materials.
    - b. Pin on the material on the pattern.
    - c. Cut out.
    - d. Sew up three sides of the materials.
    - e. Put in the stuffing
    - f. Sew it up.

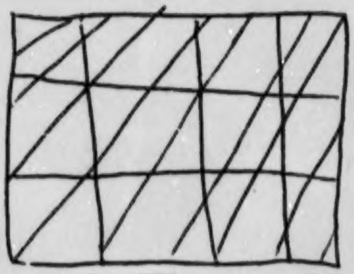
2. How did your product turn out? Excellent Good [✓ Fair] Poor

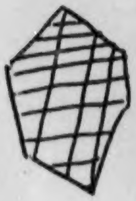
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

    none

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.
    - a. Use it to put under hot dishes.
    - b. Hang on a wall for decorations.
    - c. Use it for a dust cloth.
    - d. To put on a table and set something like a plant on top.

5. In the space below design a pot holder pattern. You may have more than one design.





STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Steve Walker

1. List the steps of the sewing process used in making your potholder.

    a. I sewed the material in three places.
    b. Then turn it inside out.
    c. Put the stuff in it.
    d. Then sewed it in.
    e. Then I turned it in.

2. How did your product turn out? Excellent Good [✓ Fair] Poor

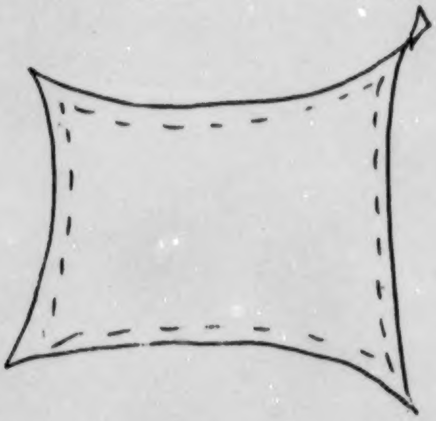
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

    a. Read the directions.
    b. Do what you have to do right.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

    a. Holder
    b. A wash rag
    c. Paint brush
    d. Duster
    * e. Hand warmer
    f. Lint brush
    g. Book marker
    h. Gun cleaner

5. In the space below design a pot holder pattern. You may have more than one design.



STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Vicki Dawson

1. List the steps of the sewing process used in making your potholder.

    a. Get everything together.
    b. Cut out pattern.
    c. Sew pieces up three sides.
    d. Iron.
    e. Put padding in.
    f. Sew up other side.
    g. Make quilt design.
    h. Iron

2. How did your product turn out? Excellent [✓ Good] Fair Poor

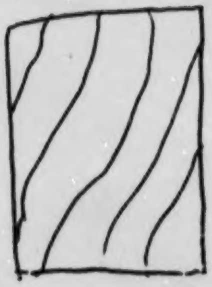
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

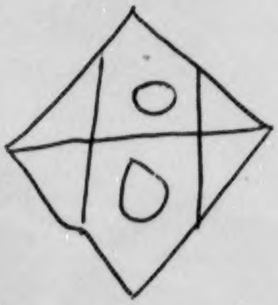
    *a. Have everything on hand.
    b. Do it fast, but good.

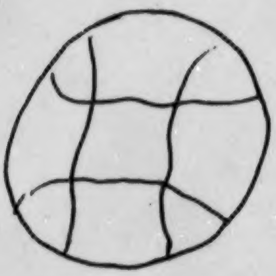
4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

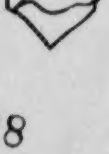
    * a. Hang on Christmas tree.
    b. Place on table, to put pans on.
    c. Use to hold on to pots while they are hot.

5. In the space below design a pot holder pattern. You may have more than one design.









STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Eleanor Smith

1. List the steps of the sewing process used in making your potholder.
   - a. Cut out material.
   - b. Turn it inside out.
   - c. Put the squares together.
   - d. Turn right out.
   - e. Put stuffing in.
   - f. Sew the end that is not sewn together.

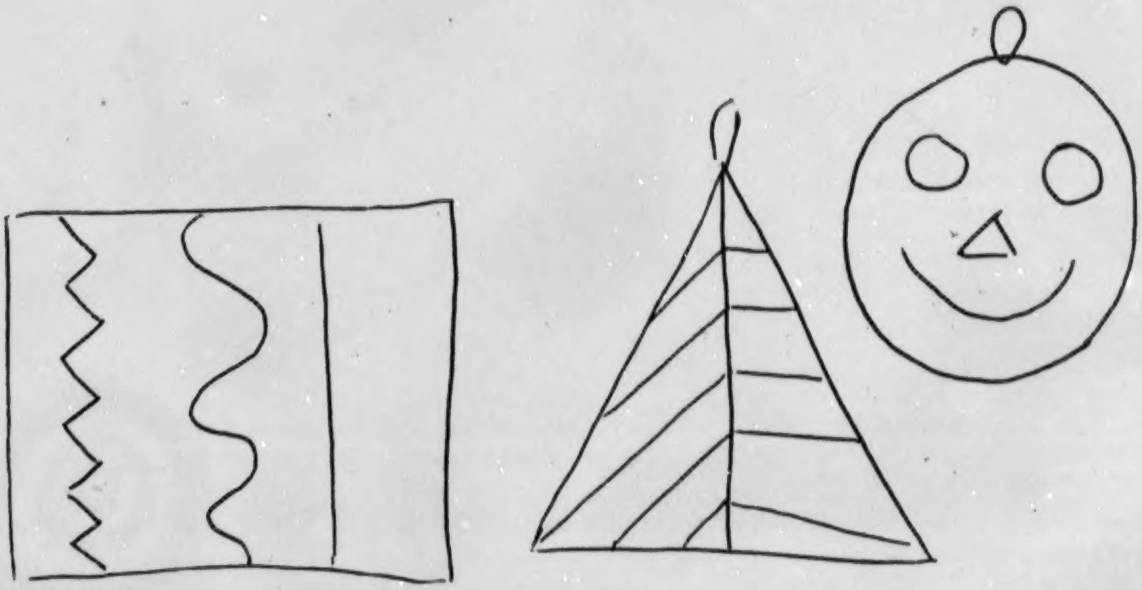
2. How did your product turn out? Excellent Good [✓ Fair] Poor

3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

   Take your time.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.
   - a. Sew about 10 potholders together and put them in the bottom of a chair as a cushion.
   - b. Put hot things on them.

5. In the space below design a pot holder pattern. You may have more than one design.



STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Tari Frank

1. List the steps of the sewing process used in making your potholder.

    a. Pin pattern onto fabric and cut out.
    b. Machine stitch 3 sides together.
    c. Turn right side and press
    d. Insert padding in pocket and pin open ends together.
    e. Stitch ends together.
    f. Quilt all fabric layers by machine stitching through all layers.
    g. Press and trim all loose threads.

2. How did your product turn out? Excellent [✓ Good] Fair Poor

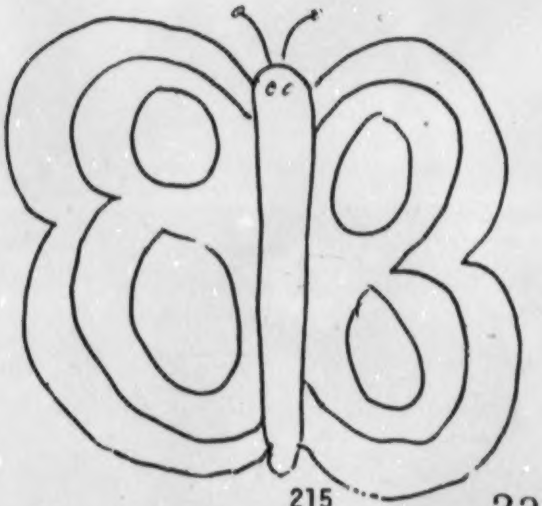
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

    I thought it was easy already.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

    a. Decoration
    b. Quilt
    c. Purse
    d. Scarf

5. In the space below design a pot holder pattern. You may have more than one design.



STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Rose Grier

1. List the steps of the sewing process used in making your potholder.

   a. Fold your fabric and pin the pattern on the fabric.
   b. Cut it out.
   c. Sew 2 sides, not on the fold.
   d. Turn it inside out.
   e. Put the cotton padding inside the pot holder
   f. Sew it.

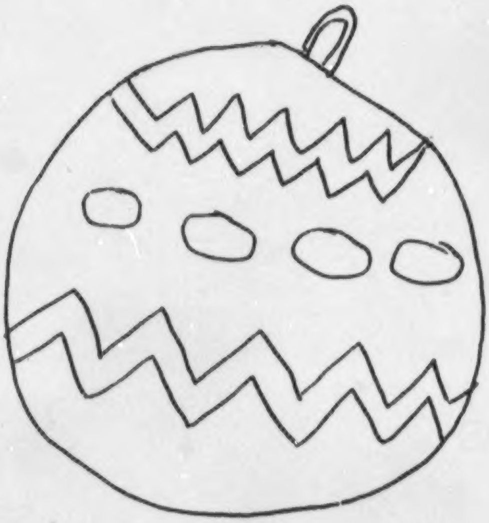
2. How did your product turn out? Excellent [✓ Good] Fair Poor

3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

   a. Use for hot dishes or pans.
   b. Put a magnet on back and put on frig or stove.
   c. Use for a hot pad.

5. In the space below design a pot holder pattern. You may have more than one design.



STUDENT PRODUCT

POTHOLDER EVALUATION

NAME: Jessica Harrison

1. List the steps of the sewing process used in making your potholder.

   a. Pinned down pattern.
   b. Cut it out.
   c. Sewed it together.
   d. Turned it inside out.
   e. Put stuffing in.
   f. Sewed together.
   g. Sewed pattern on.

2. How did your product turn out? Excellent Good [✓ Fair] Poor

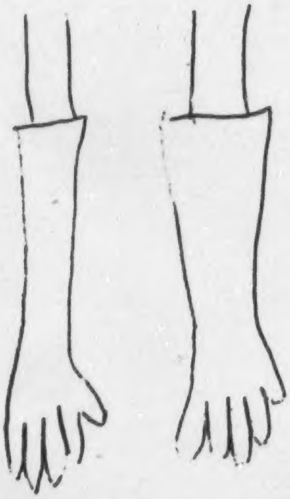
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is themost helpful.

   *a. Don't try to go too fast.
   b. Be careful what you are doing.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

   a. Holding pots.
   *b. Set a fish bowl on it.
   c. Set hot plates on it.
   d. Dry up water.
   e. Wash a car.
   f. Dust furniture.

5. In the space below design a pot holder pattern. You may have more than one design.



Potholders up to your elbows

STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Stephanie Roop

1. List the steps of the sewing process used in making your potholder.

   a. Pin down pattern and cut 2.
   b. Put fabric face to face and sew 3 sides.
   c. Press and lay padding inside flat.
   d. Pin the open side together.
   e. Sew a straight line but make sure that they are closed.
   f. Quilt

2. How did your product turn out? Excellent [✓ Good] [✓ Fair] Poor

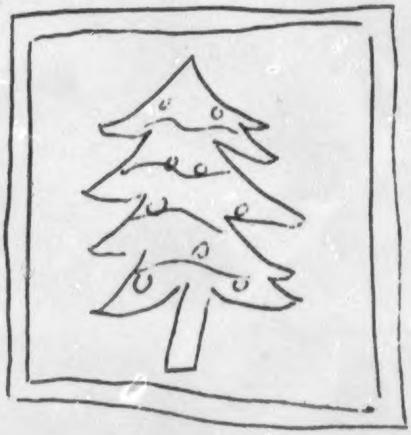
3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

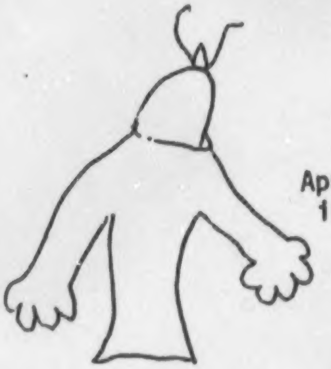
   a. Be careful.
   * b. Take your time.
   c. Check everything.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

   a. To carry hot things.
   b. To wash dishes.
   c. As a dust cloth
   d. To wipe clean tools.
   * e. Sewn together can be a blanket.

5. In the space below design a pot holder pattern. You may have more than one design.





Apron with Built in Potholders

STUDENT PRODUCT

POTHOLDER EVALUATION NAME: Kim Blane

1. List the steps of the sewing process used in making your potholder.

   a. Pin pattern.
   b. Cut out.
   c. Sew on wrong side (3 sides only).
   d. Then turn right side out and press.
   e. Put in cotton.
   f. Stitch ends together.
   g. Quilt fabric.
   h. Press and trim all loose threads.

2. How did your product turn out? Excellent Good [✓ Fair] Poor

3. List some suggestions that would make this process easier for you. Check the one suggestion that you think is the most helpful.

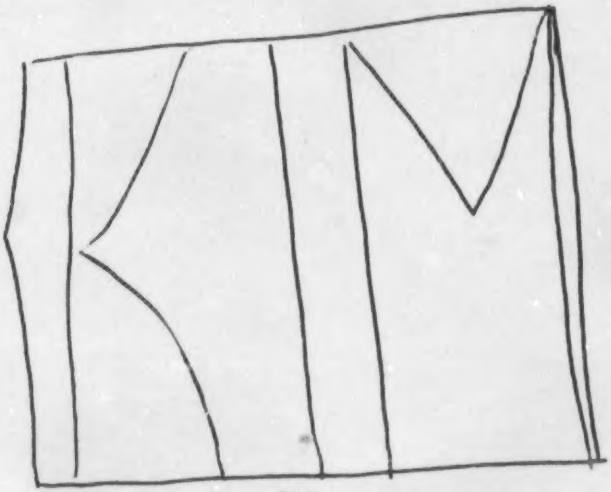
   a. Make bigger potholders.

4. List all the uses for a potholder that you can think of. Then check the one you think no one else will have.

   a. Quilt
   b. Decoration
   c. Put plants in it.
   *d. Design a shirt
   e. Dust with

5. In the space below design a pot holder pattern. You may have more than one design.

Quilt with your name on it



TALENT DEVELOPMENT WORKSHEET

DIRECTIONS: Choose two of the following activities. Be sure to write your answers on your own paper. The TD areas are listed at the end of each activity.

1. Using the handout avaiblable from the teacher, clean out the closet in the picture. First decide and list what must be changed in the picture. Second list the steps in chronological order (order in which they are to be done). Finally, estimate how long it would take you to do the clean up job. (PLANNING)

2. Answer the following questions:

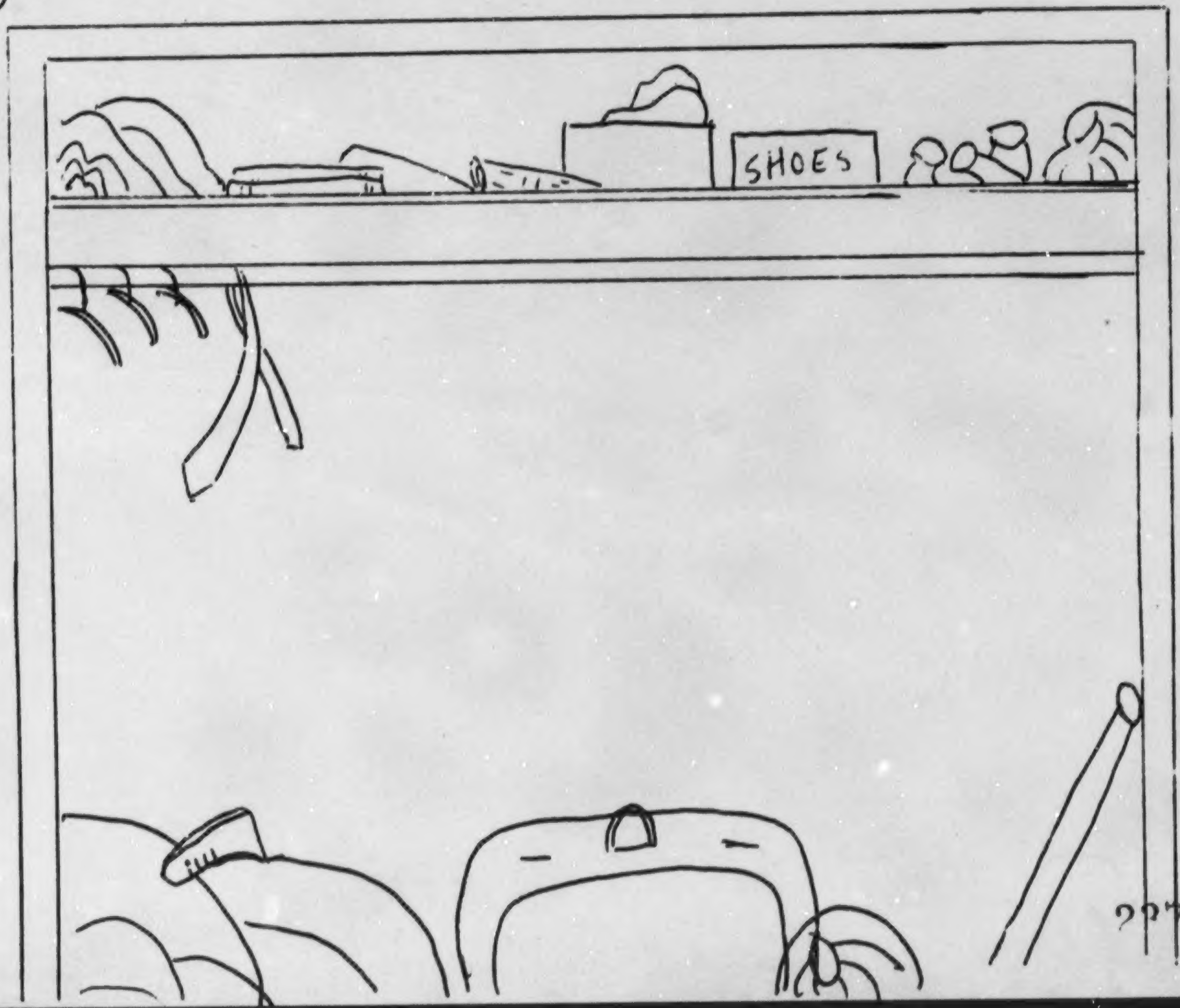
   a. Why did you wear the clothes you have on today?
   b. What are all of the things that might influence your decision? What about a fad? The coloring of your clothes? The color combination? Seasonal problems? Cleanliness? Mother's direction? Friend's influence? The community you live in? The country you live in? What people expect you to wear? Your own taste?
   c. What do you think were the most important reasons for your selection of clothes today? Check them.
   d. What should you consider when you dress each day? What considerations must you make in terms of your family, and their income, and the needs of others in your family unit?
   e. Why did you make your decision? (DECISION MAKING)

3. Pretend that this is the year 2000. You are a fashion designer. Through visual and verbal presentations, describe the latest fashions. Be sure to consider these questions, 1) Will Earth's inhabitants look like they do now? 2) Will Earthling's daily life be as it is today? (FORECASTING)

4. Compare pattern envelopes, using two sample envelopes available from the teacher. List all the things about them that are alike and then list all their differences. (COMMUNICATION)

List the items you would change below.

How would you rearrange this mess?



STUDENT PRODUCT

David Haskins

1. a. Move the television set and put it on a stand.
   b. Put my shoes in my shoe box.
   c. Put the bat and ball in my garage.
   d. Hang up my clothes neatly.
   e. Put my school books in my room on the table.
   f. Throw the cans in the garbage.
   g. Put the tissue on the table.
   h. Hang my tie on a hanger.
   i. Take and read the newspaper.

   a. Hang my tie.
   b. Move television.
   c. Put ball and bat and glove away.
   d. Read newpaper.
   e. Put book up.
   f. Put tissue up.
   g. Throw cans away.
   h. Put shoe in box. About 4 hours

STUDENT PRODUCT

Vicki Dawson

1. a. Hang up clothes.
   b. Hang tie on hanger.
   c. Put shoes in show box and put the box down in the corner.
   d. Stack books on top of each other.
   e. Put paper in garbage can.
   f. Put bat and glove together.
   g. Put basketball over by the bat and glove.
   h. Put suitcase over to one side.

   a. Hang up clothes.
   b. Hang tie on hanger.
   c. Put paper in garbage can.
   d. Put shoes in shoe box.
   e. Stack books.
   f. Put bat, glove, and basketball together.
   g. Put suitcase over to one side. Time: 20 minutes

STUDENT PRODUCT

Becky Cross

1. a. Sort clothes into clean and dirty.
   b. Hang up clean clothes, wash dirty ones.
   c. Hang up the tie neatly.
   d. Throw away paper.
   e. Place shoes in box.
   f. Place books neatly on shelf.
   g. Straighten or throw away cans.
   h. Arrange sport equipment neatly in a corner.

   a. Sort clothes into clean and dirty.
   b. Hang up clean clothes, wash dirty ones.
   c. Throw away paper.
   d. Straighten or throw away cans.
   e. Hang up tie neatly.
   f. Place shoes in box.
   g. Place books neatly on shelf.
   h. Arrange sport equipment in corner.

2. a. I had the urge.
   b. Coloring, seasonal problems, my own taste.
   c. I was in a hurry and it looked comfortable and nice.
   d. Colors, weather, neatness, cleanliness.

STUDENT PRODUCT

Scottie Lynn McCaffery

1. a. It should be neat and clean.
   b. Shoes in shoe box.
   c. Tie in hanger.
   d. Newspaper out of closet.
   e. Cans should be in trash.
   f. Baseball mitt and basketball and bat in garage.

   a. Take everything out of closet.
   b. Put baseball mitt, bat, basketball in garage.
   c. Throw cans and newspaper in trash and other box.
   d. Hang tie up.
   e. Put shoes in box on top shelf and place on top.
   f. Books standing up.
   g. Fold blankets and place on top shelf.
   h. Put clothes on hangers. Time: 30-60 minutes

2. a. Because I didn't wear them this week and I wanted to.
   b. The color, the weather, the temperature outside, what I have left to wear.
   c. I didn't have anything else to wear and I wanted to.
   d. Your clothes should be clean, the color goes together, if it looks good on me.
   e. Because it was all I had.

STUDENT PRODUC

Sandy Thompson

1. a. Put tie in drawer.
   b. Hang up clothes.
   c. Put shoes in shoe box.
   d. Take television and books out.
   e. Set ball and bat neatly.
   f. Take bottles out.
   g. Take paper out.
   h. Put tissue box in corner of shelf.
   i. Put glove down with bat.
   j. Take newspaper out Time: 15-20 minutes

4. **Similarities**

   a. Both are Simplicity
   b. Both have quick measure of 15 inches.
   c. Both tell how much material needed.
   d. Both give sewing notions and fabric suggestions
   e. Both were printed in U.S.A.

   Differences

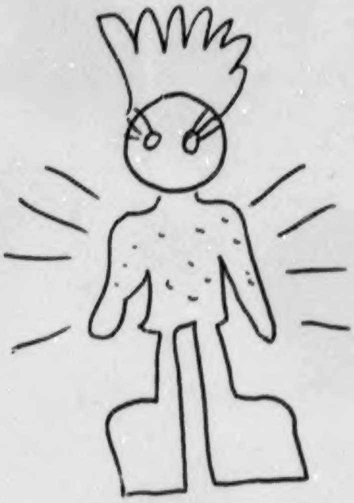
   a. One is for clothes, the other is for placemats.
   b. One cost $1, the other cost $1.25.
   c. One has two views, the other has four.
   d. Pattern numbers are different.

STUDENT PRODUCT

Julie French

2. a. It was cold, I didn't have any more clean shirts or jeans.
   b. A fad, seasonal problems, cleanliness, your own taste.
   c. The temperature, what you'll be doing during the day, how it looks on.
   d. I thought it looked the best.

3. Shiny, plastic on the outside of all the clothes, feather hats, foot high platform shoes, long eyelashes.



STUDENT PRODUCT

Alisa White

1. a. Because today is Friday and I always wear blue jeans on Friday.
   b. The color combination, cleanliness, taste
   c. Cleanliness
   d. Neatness, cleanliness, whether they match
   e. I just made them. It's what I think, my opinion.

4.

Similarities	Differences
a. They are both Simplicity	a. One is a dress and the other one is pants.
b. They are both samples	b. They have different pattern numbers.
	c. Different sizes
	d. Difference in the price

STUDENT PRODUCT

Patricia Davis

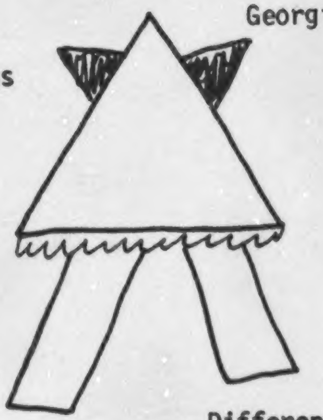
2. a. Because that's what I had in mind to wear and made this decision a long time ago.
   b. Yes, yes, sometimes, maybe, yes, no, no, no, no, maybe, yes.
   c. Becuase this is what I wanted so I wore it.
   d. Matching, in good ondition, fits your looks.
   e. Because you ask me and I told you the truth (not trying to get smart)

4.

Similarities	Differences
a. Both are Simplicity	a. One has pockets
b. Both are dresses	b. One has flowers
c. Both are young junior	c. One has criss-crosses in the back.
d. Both cost $1.25.	d. One has elastic around the arms.
e. Both are teens and misses	

STUDENT PRODUCT

Georgia Riest



3. a. Pants blue with little legs
   b. Top triangle shaped
   c. Top is light blue
   d. Lace on the bottom

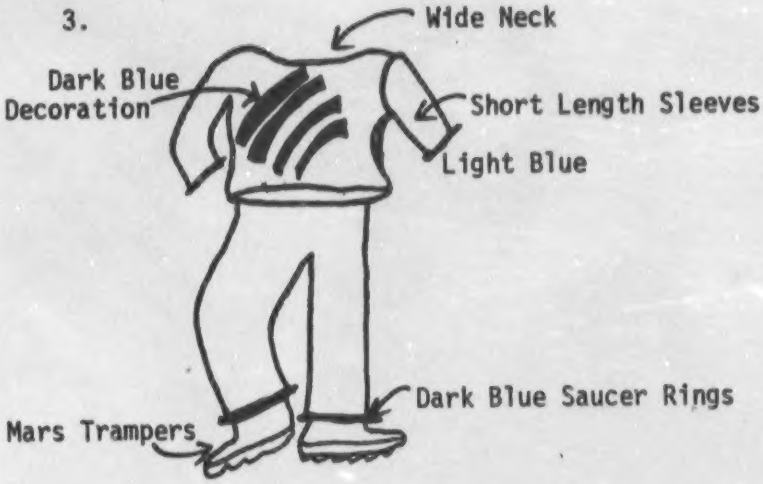
4.

Similiarities	Differences
a. Same name	a. Different sizes
b. Pockets	b. Differenct state
c. Dresses	c. Different material
d. Zippers	d. Different pieces
	e. One has straps

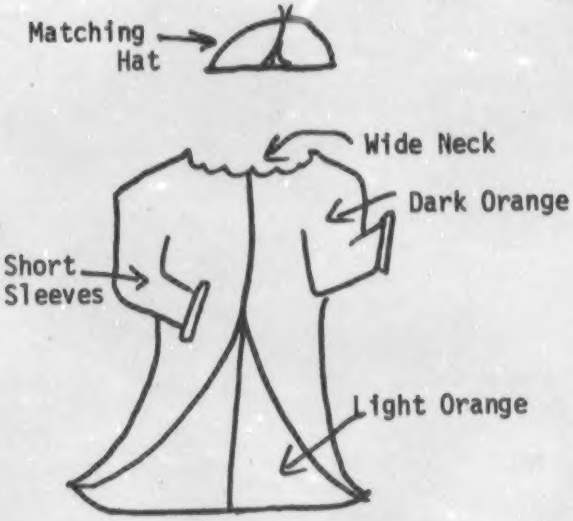
STUDENT PRODUCT

Lorri Burchett

3.


Wide Neck
Dark Blue Decoration
Short Length Sleeves
Light Blue
Dark Blue Saucer Rings
Mars Trampers

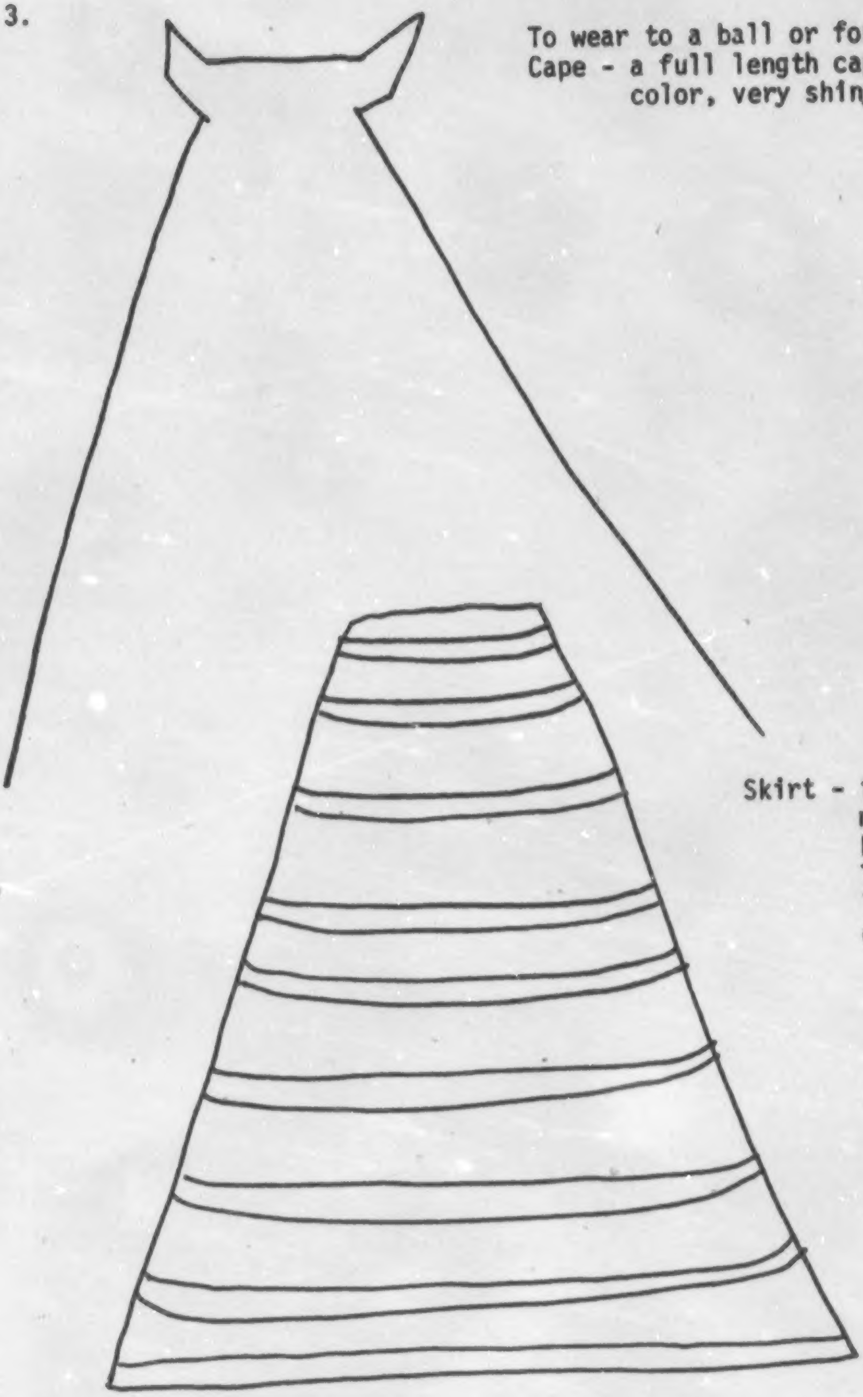
The Space Fad


Matching Hat
Wide Neck
Dark Orange
Short Sleeves
Light Orange

STUDENT PRODUCT

Cathy DeBolt

3.

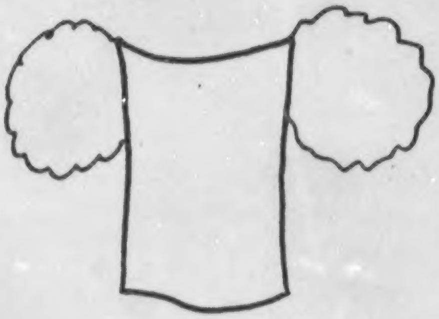


To wear to a ball or formal
Cape - a full length cape of a metallic
color, very shiny

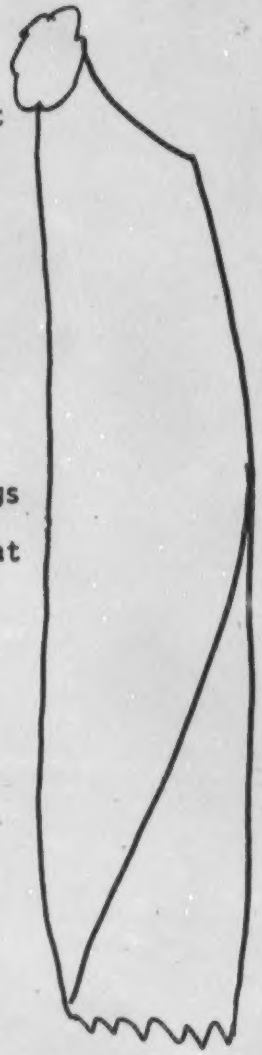
Skirt - the skirt would be made up of a series of hoops which light up. This is covered with a light see-through cloth.

STUDENT PRODUCT

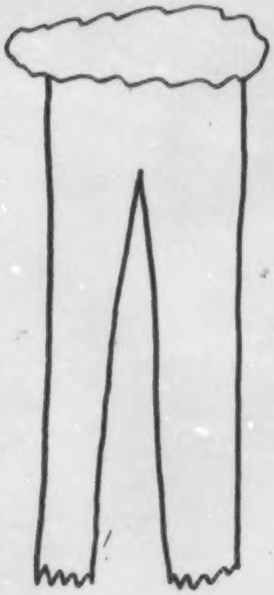
Jenny Miller



Blouse has fluffy sleeves and is straight



Dress is long and shaggy and has fluffy stuff on it at the top.



Pants have straight legs and are shaggy at the bottom and are fluffy at the waist.

1. a. Hang them clothes on hangers
   b. Put shoes in the box.
   c. Put the ball in the top.
   d. Put the bat up in the top.
   e. Put them shoes in the top .
   f. Put the suitcase in the bottom.
   g. Straighten up the tie.
   h. Throw away cans.
   i. Straighten up the hat.

STUDENT PRODUCT

Sue Bolin

1. a. Hang up tie.
   b. Hang up clothes or wash the dirty ones.
   c. Put away shoes.
   d. Put away all the stuff that doesn't belong.
   e. Take everything out and dust and sweep the closet and put the stuff back in that belongs.

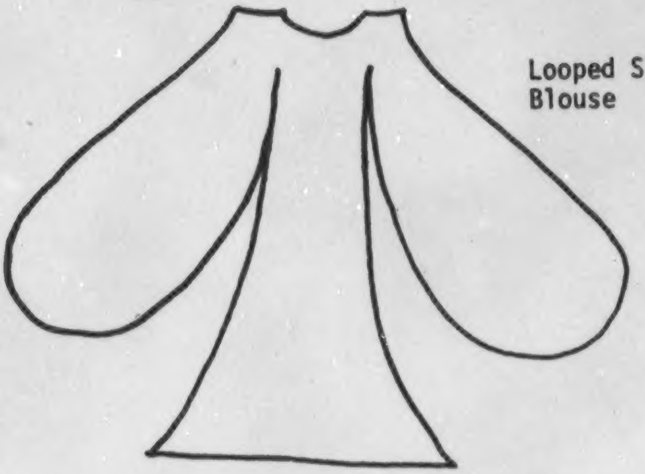
4.

	Similarities		Differences
a.	They are both Simplicity	a.	Numbers different 5832-6250
b.	Both one size	b.	Different price
c.	Both have a ruler on it.	c.	One is a sweater-hat
d.	Manufactured in the same place.	d.	One uses yarn, the other material
e.	Have at least 2 views.	e.	Measurements
f.	Both have notions.	f.	Different amount of pieces
g.	Both have suggested fabrics	g.	Made different years

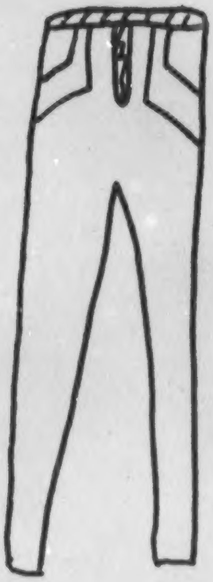
STUDENT PRODUCT

Judy Meacham

3.

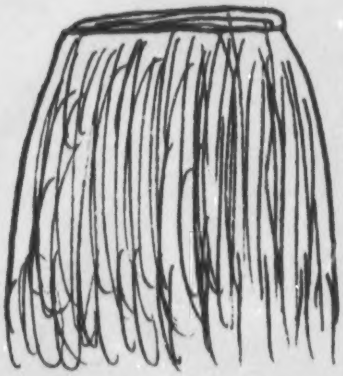


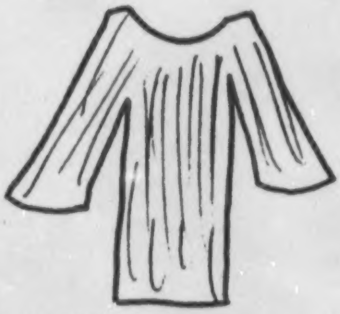
Looped Sleeve Blouse



Straight Legged Pants

Grass Skirt





Grass Blouse

4. Similarities

a. Both Simplicity
b. Have the same price
c. Same fabric

Differences

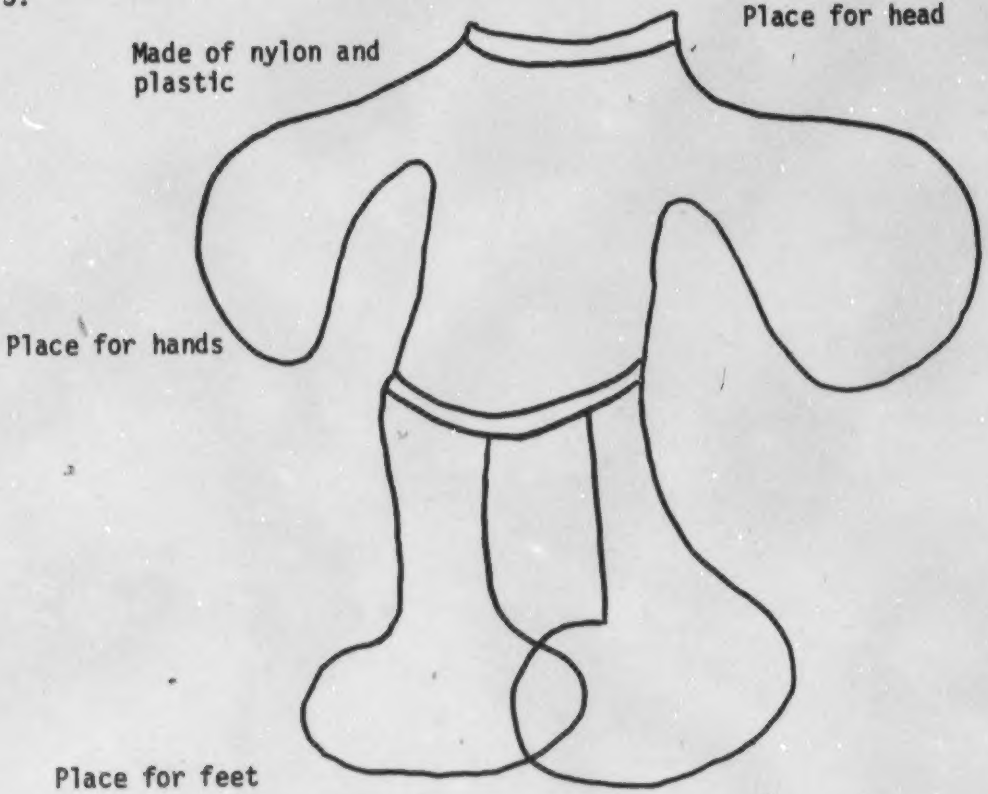
a. Numbers
b. Patterns
c. Measurements
d. Views

STUDENT PRODUCT

Beth Coplinger

1. a. Take everything out.
   b. Put it in two piles - the stuff to keep, the stuff to throw out.
   c. Put shoes, TV, and boxes on floor.
   d. Fold blankets and put on shelf.
   e. Make sure everything is neat.
   f. Close closet.

3.


Place for head
Made of nylon and plastic
Place for hands
Place for feet

EVALUATION

Lesson Plan 1:

Many of the potholders sewn during this exercise had minor errors. Through the evaluation, the student was able to view his product objectively. He also was able to test himself on his knowledge of the sewing process. The experience was invaluable to many students for it gave them an opportunity to "work out the bugs" in their abilities of sewing on a small scale and apply their experiences to their major sewing project of this unit.

A vast majority of the students had little trouble remembering the steps and techniques employed in the sewing process. This is quite evident in their responses on the evaluation sheet and in their finished sewing projects. Success was on a high level for almost all the students.

This activity is an excellent example of how the talent development areas can be successfully integrated into a prescribed curriculum.

Lesson Plan 2:

After completing the activities on the talent development worksheet, most of the students displayed a mastery of an activity from at least one of the talent development areas. They could easily state the talent development areas and categorize activities accordingly. Due to the success achieved during this exercise, the classroom atmosphere was relaxed and positive.

Most of the students really enjoyed this exercise. I recommend that more time be allotted for this exercise because many students were not able to complete both of the activities. I also plan to require that each student complete three out of four activities so that he will experience activities from more talent development areas. Since this worksheet was popular among the students, the list could be lengthened to include extra credit activities that would be done during free time.

STUDENT OPINIONAIRE ANALYSIS

The following questions were asked on a student opinionaire given to a sampling of students following the completion of the unit Clothing Construction.

1. Did you enjoy the TD activities worksheet we did in the clothing unit?
2. Did you make your choices of activities by TD areas?
3. Check the TD areas in which you are particularly successful. Communication, decision making, planning, creativity, forecasting.

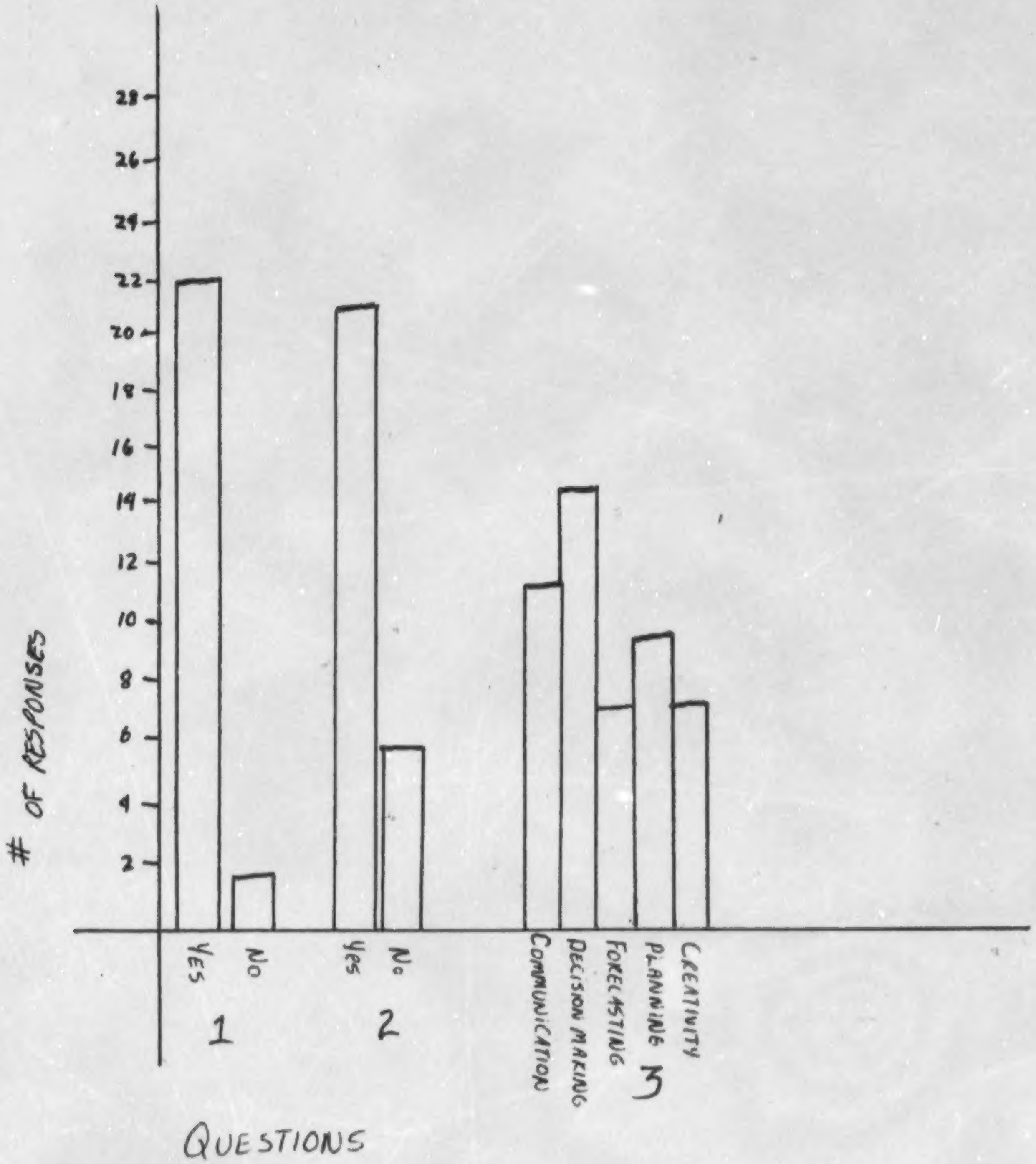
On the following page is a bar graph that displays the results of the student opinionaire.

The opinionaire shows that 88% of the students liked the TD worksheet and that 81% chose their activities by talent areas. More than half of the class think they are successful communicators and decision makers. 27% thought they were gifted in the areas of forecasting or creativity, and 35% thought they were adequate planners.

It should also be noted that the results show that all the students could define the talent areas and evaluate their performance in relation to these areas.

It can also be stated that generally speaking all the students enjoyed the activities developed during this P.I.E. cycle.

STUDENT OPINIONAIRE



P.I.E CYCLE EVALUATION

This P.I.E. cycle was successful because the participants were very willing to share ideas. This sharing resulted in the development of many activities in the various talent areas for this cycle. In addition, the basic process of activity development has been utilized again in following units by the majority of participants. It is also beneficial to be familiar with the PMS resource library and have wanted information available with little effort.

This cycle personally helped me to become comfortable with the talent development terminology. It also helped me develop a successful method I can utilize to produce activities with little effort.